

CHILDHOOD EDUCATION

JANUARY, 1932

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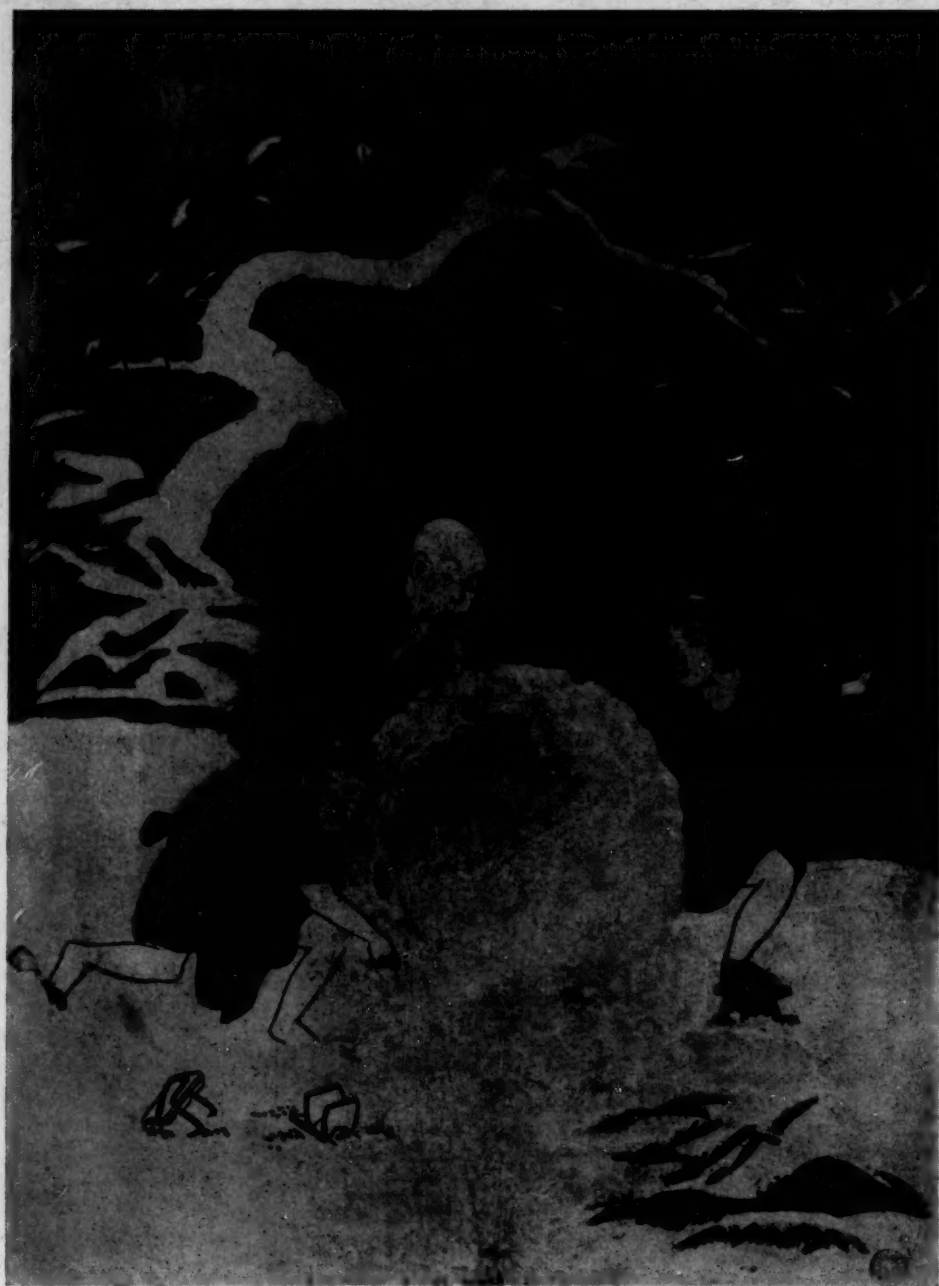
ROWNA HANSEN, Editor

FRANCES M. BERRY, Advertising Manager

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Courtesy of the Metropolitan Museum of Art

Were but the plum-flowers scentless as the snow,
That softly falls upon the budding spray,
How could we tell the pure white blooms that blow
From the cold snowflakes, all alike as they,
Starring the brown boughs' tracery to-day?

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CHILDHOOD EDUCATION

For the Advancement of Nursery—Kindergarten—Primary Education

Vol. VIII

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No. 5

A Possible Next Step in the Activity Program

ROBERT HILL LANE

Assistant Superintendent of Schools, Los Angeles, California

THE writer supervises a large geographical district containing twenty-seven elementary schools ranging in size from three hundred to fourteen hundred pupils, most of them Mexican, Italian or Jewish by birth. A few of the smaller schools are entirely American in population. Since supervision with us is a cooperative affair we attempt, at the beginning of each school year to set up a problem on which to work. This year our problem was stated somewhat as follows:

"We have had two very happy years of experience with the Activity Program. At first many teachers taught by the new method without clearly understanding what it was all about. Now a large number of these have learned that an activity is not a cause but an effect, i. e., that it is the outward and visible sign of an inner experience on the part of the teacher herself in which her philosophy of Education finds expression through the activity program. The Third Yearbook of the Department of Supervisors stresses

the fact that so few teachers have a tenable philosophy and so are compelled to depend upon patterns and devices.

"Let us attempt this year to stress two points in working together (1) the idea that the teacher, to be a good 'activity teacher,' must be as nearly as possible a *first-class human being*. Unless she feels the need for growth, not merely as a teacher but as a well-rounded integrated personality, she cannot get very far; (2) the idea that the desired end in the classroom shall not be an objective activity in the sense of a flower shop, a store or a medieval castle, but as much *first class living* in the part of the children as can be brought up. In such living, the sequence of activities will almost take care of itself."

In visiting our schools this fall we have been pleased to see that this possible "next step" is being taken by many of our good teachers who are prizing "excellent living" for themselves and their

pupils and are proving that the activities themselves are simply the expressions of rich every-day experiences. The following accounts by a teacher in the Belvedere Elementary School may be of interest:

Miss Florence Everts, A2 B3 teacher, sends in this report. Note her phrase, "These outcomes are incidental."

"An enterprise in teaching the adaptation of life to environment through the study of a primitive people in a primitive land was undertaken last semester in an A2 B3 grade. The Frozen North was chosen for the theme of the activity. In order that this might be child-guided, the children made an interrogative outline and suggested the course of procedure.

"What kind of houses do they live in?" was the first question of common interest requiring solution. Moving pictures, stereographs, drawings, and easy stories were made accessible, references were consulted, researches begun, and group discussions followed. Then came the building of the house! A life-size one was erected in the room, but since the furnishings were of fur, leather, and bone the need arose for better organization so committees were formed to discover the source of these commodities.

"With information came dramatization. There were little boy seals on cakes of ice and hungry hunters who harpooned them. Fierce polars bears fell with spears in their hearts. There were musk-oxen and wolves that bellowed and howled and fought. There were sledges and dogs and reindeer. A kayak skimmed in and out among the ice floes propelled by a single oar and half a dozen little folks. There were bows and arrows and spears; and in the background, tight against the wall, solemn dark-skinned Eskimos—shellaced and stiff

in their paper skins, with tacks in their heads,—looked fixedly on.

"Out of the fullness of the children's hearts came stories—enough from each child to fill a book, and a volume of verses such as these:

There is a land far, far away
Over the icy sea
Where the seals are fat.
What land is that?
The Northland cold!
Whoopee!

Away off in the Northland bright
It's white and pretty all the night.
The Northland way across the sea!
It fills my heart with glee! with glee!

Here is a moon with a cloud for a veil!

I wish I had it in my pail.
Sometimes it's half,
Sometimes it's whole,
And sometimes it's just as round as a bowl.

"But learning to read and write and spell, and getting proper concepts, or even learning the art of creative composition do not present the coveted end of such an activity. These outcomes are incidental. That for which we seek reveals itself in the social and ethical behavior of the child. He has become a leader, or a follower, or both. He has learned the interdependence of human cooperation, consideration, and courtesy. He has had the experience of attacking a problem and seeing it through largely by his own efforts. He has been radiantly happy for five months—and he has been at school!"

The following account is a community report on an activity carried on by a second grade, Miss Mary B. Ormsby, teacher, Eastman Street School. It is in-

teresting to note that the report was made by pupils rather than teacher and that the ability to review the steps taken during the unit of work is not the least among a series of valuable outcomes.

wrapping paper together with adhesive paper. Then we painted the four shops; baker, tailor, hatter, and shoemaker.

"The next scene we painted was a



Belvedere Elementary School, Los Angeles, California

The Frozen North was chosen for the theme of activity. What kind of houses do they live in? was the first question. Then came the building of the house—a life-sized one.

"We liked to play our stories. So we built a stage to play them on. We made the stage of boxes and boards. We made it strong. We painted the floor with oak stain.

"We put boards up on each side of the stage to hold the curtain pole. We painted the curtain pole with oak stain, too. We made curtains of blue burlap. The girls hemmed the curtains. We put up side curtains, too. The girls sewed the rings on the curtains.

"Next we started painting our scenery. We put four long pieces of

wood scene. There were trees, bushes and grass in this scene. We made two bushes of cardboard to stand on the stage.

"Next we painted the scene for the inside of the Little Old Man's house. We put two windows in it. The windows had yellow curtains. There were tulips growing up in front of the windows. Junior made a picture to go over the fireplace. We use the doll furniture for this scene.

"We stretched a piece of blue burlap across the top of the stage

for a sign. We decorated it with gold paper. We put Golden Gate Theater in gold letters on the sign. We put the strips of gold paper on the pillars.

"The boys made a ticket seller's booth. Florence and Ruth brought two nice clean boxes. We nailed the boxes together with sticks so there would be a space between them. We put a cardboard across the front. We made a sign that says 'TICKETS.' We painted it blue."

A third report taken from my file is written by Miss Helen Zilk, South Santa Anita School District. Note the variety and richness of experience which this fine teacher provided for pupils. Note also that the teacher participated fully in them likewise. So many teachers miss the point that an experience is "something lived, something enjoyed, something shared."

"On September tenth, forty children were eagerly solving a problem,—what they were going to do to be able to read and write; as one little sandy-haired fellow said, when the last bell rang, 'I don't know how to read but I want to learn how and I want to know how to write so I can read the newspaper like my daddy does.' And he had a Sunday newspaper clasped in his little hands, eager to pass it to me, so I opened the paper to the picture section and asked 'Who sees one thing you know and can tell about on this page?' Instantly every one had a live story to tell of many interesting objects on that page and all felt at home and all had a common interest. There were pictures of animals, cows drinking out of shady pools, dogs dressed as in the circus, airplanes in flight, bathing beauties, an old grandfather smiling at you, little children at play near the seashore, some little pick-a-ninnies dancing in costume, trees

bordering a long winding road, horses racing across the fields, mother and baby, a little boy playing a violin, and many other worth while subjects for little children to relate experiences freely and happily.

"On another page we found many types of homes and houses and beautiful gardens. And the 'Gift of our Intention' had accidentally dropped into our midst in the happiest way possible. The San Clemente Spanish type of house and its well laid out plans for a home gave to us the finest idea how to start to build a house and discussions of building a house began at once. What would be best to do first? How to begin and what to have to make a good start? What kind of a house to build? Who would see to the plans? Finally one little girl, named Jane, said she would bring pictures. Then, all decided they would contribute a picture. The next day we had scores of pictures of every kind and description: The Three Bears' House, The Three Little Pigs, The Little Red Hen's Home, The Farm House, the many City Homes, Castles, Windmills, Boy Blue's Haystack, The Fox's Den, Red Riding Hood's Grandmother's Home, and the Modern California Home, The Home of Jenny Wren and The Shoe, A Papa and a Mamma Shoe, as one little boy termed them. Decisions and votes finally rested upon a few, The Dutch Windmill, The House That Jack Built and The Old Woman Who Lived in the Shoe.

"We pinned all three on the bulletin board and the next few days we all discussed the problem of material needed for each. The windmill, we decided, would take heavy wood and many long pieces and we would have to buy all that and that would be expensive, too. The House that Jack Built would be fine but would need much lumber also and as most of the

children came in the school bus and long pieces of board would not be easy to carry on a loaded bus; they thought the Shoe to be the easiest to build as we could use leather, but when Charles found out about the price of leather they knew they could never make it of leather. One little girl, called Mary Jeanne, brought white oilcloth, but it was not nearly enough so the children decided heavy paper would look enough like leather if we painted it. It would never show that it was paper at all.

"Four boys brought two-by-fours as tall as they were and the blue prints were made and plans for size and height were talked over before real work began in real earnest effort.

"Committees were selected and groups were busy, some for the work inside and others for the outside.

"The four boys who were to build the framework found a problem almost too hard for them when little Juanita said, 'I know what I'll do, I'll call my brother Joe in and he will tell us what can be done to make the house stand up.' So Joe came after school and helped them to see where the braces were to be placed and watched them get it into shape. Joe is a boy in third grade and to me it was an interesting moment to hear his advice. Juanita said again, 'That is what my dad does when he can't fix the plumbing, he has to get a man who can help him to get it so it will work all right.'

"The following days were busy ones and everything but the toe was in readiness for the group to do the papering of the inside and outside. The wrapping paper was very stiff and unmanageable but every one who felt they could help, did so. After a week or more the paper inside and out was in place and the furniture group needed assistance, the rocking chair and the dresser would not stay

made. Discouraging as the problem looked the groups tried many ways when one noon little Clem walked in with the janitor and they talked the problem over with a group of boys. He had remembered Juanita's suggestion and as the janitor is a special friend to all the children, Clem had the idea to ask his advice, as many of the children had heard the janitor tell some little girls how he had worked in a chair factory once.

"The difficult problem seemed solved and they tried it all over again and were victorious. A real rocking chair and a dresser all done and ready for the house.

"The dishes were a failure for the clay would not stay in shape and that group called for help. One day Lilly said, 'I think I can bring some clay from our wash in a creek bed near our house that won't fall into a ball, but will get hard. Lilly brought two paper bags of the clay and all tried the task of making dishes as the S. O. S. had been given. One table made cups and saucers, another plates, another sugar and creamer, and the other, the bread and butter, salt and pepper and coffee pot. They were pleased for when the clay was dry it was hard and ready to be painted and designed.

"Some little girls wanted to have some one to live in the house. Dolls of all sizes and colors were placed in chairs and davenport and rocker. Rabbits and Teddy Bears all held a place in the Shoe House.

"One day Alice brought a rabbit made from a child's white stocking. A new idea and all wanted to make something from a stocking. They are still making and dressing those dolls. There is Boy Blue, Jack Horner, Red Riding Hood, Jack and Jill, Old Woman and Old Man, rabbits, dogs and cats, the pets of the Shoe Children. They do not seem to tire of this very interesting feature.

"The chimney to the Shoe was in place at Christmas and there was Old Santa and his reindeer and sled with his bag of toys.

"The Toe has been a real problem but is now on its way to completion. One of the boys brought a barrel and several barrel hoops and the toe looks as if it will be a surety now. It is covered with white oilcloth that Mary Jeanne brought, long ago, for the Shoe.

"The walk to see a house in the building gave the children a splendid idea of how much and how long it takes to build a house and what it takes to make a home and who can be a helper and how. They now see that each and every one has a particular thing each day that depends on them. Co-operation and good citizens are needed.

"On Good Friday the children wished to take a walk to see the flowers in bloom, the buds on the trees, the baby chicks in the yards and the wee baby rabbits nibbling at the clover in the pens. We traveled down the road toward Mt. Lowe. The shadows on the mountains were ever-changing and the children were delighted to see the various forms and shadows at play up and down the long ravines.

"Betty saw a flower bed with crimson and golden tulips in Mrs. Scott's yard. We stopped to see baby chicks and ducks in their yard, too. The children counted them. There were over fifty ducklings and about as many chicks.

"The next stop was to see a garden gate all covered with vines twining over the white lattice. A long stone wall behind which were beds of yellow, pink, and red roses in bloom caused much admiration.

"A new house was being built. We stopped to see how the doors and windows were made. How they were made to stay in place. How the walls were lathed and how the roof was shingled? Some one called our attention to how the ice-box was built, how the bricks were laid to make the chimney with its big fireplace.

"The carpenters stopped to talk and showed the children the tools and gave the name of each tool used and they showed the children how to plane and how to use the bit and auger. The children thanked the carpenters and hurried back to our room for we were to have an Easter Party. Two little girls passed the napkins. Teddy passed the round sugar coated cookies. Harold passed the square nabiscos and Janes passed the small Easter eggs while Alice gave each child a little green nest to place the eggs into it. Nancy passed the large eggs and Raymond wished to see that each one had a middle sized one, too.

"Mrs. Kramer came in to visit us and she wanted to pass the round doilies for the nests. The children were very happy to see their pets at this party, the two little white rabbits, the three white guinea pigs, and the two white kittens, besides the dollies and Teddy Bears."



Over the meadows brown and bare,
Over the harvest fields forsaken,
Silent and soft and slow descends the snow.

HENRY W. LONGFELLOW, from "Out of the Air."

Changing Our Artistic Tastes

PAUL R. FARNSWORTH

Associate Professor of Psychology, Stanford University, Stanford, California

THE more attention anthropology and psychology pay to music and to its sister arts the more it is evident that these latter are dependent upon our cultural patterns. A similar trend can be observed in other psychological domains. There was a time, and that not very long ago, when it was the custom to think that most of our responses were due to inborn dispositions, our instincts as they were commonly called. Now we are seeing that such solutions are too simple to be true, and that a careful probing of the social order must be undertaken before much can be learned. War behavior, for example, is not caused by an instinct for war, but by numerous economic, social and psychological factors.

In the past, teachers of harmony and composers of music have frequently taught that certain musical intervals were somehow inherently good, and that others were, by their very nature, bad. As a famous elderly performer of the present day told a friend of the writer, "The Lord formulated the rules of music." Others have put the burden of the rules of music on the structures of the body. "We are so constituted," they have said, "that the musical fifth appears to us as a consonance, and the musical second as a dissonance." With this latter statement the experimental scientist has no quarrel, provided he is allowed to interpret the word "constituted" to mean "habituated." The history of music and the results of laboratory experimentation both indicate that we can become accustomed to and even enjoy *almost* any possible tonal combination. There may be limits, but if so they have not been found as yet. Of course it is true that certain compositions are prone to be monotonous and so are apt to achieve a shorter period of

popularity. Others may not achieve much acceptance during the lifetime of anyone now living. However, we are gradually employing every possible tonal combination our piano offers. (Certain Europeans are even employing quartertones extensively in their compositions.)

A similar situation exists in the non-musical arts. Many examples might be offered in proof of this, but perhaps two will suffice.

1. We can learn to tolerate or even to enjoy any color combination, if we but try. Combinations once disdainfully called "in poor taste" are now cheerfully accepted. It is true that our acceptance is gradual; we can not be rushed too rapidly into new preference habits.
2. Formless paintings already give pleasure to many people. There are viewers, it is true, who claim that these brush-attempts should not be termed "artistic." However, the terms "artistic" and "aesthetic" have never been scientifically defined, i. e., no definition has enjoyed much acceptance.

The problem of art behavior is complicated by the fact that our preferences can be changed by prestige factors. We like what it is the style for us to like. Along this line the writer and certain of his students have been carrying on experiments which indicate rather clearly the potency of prestige in art. College students, an average group, served as subjects. In the first experiment they were asked to view ten different pictures and to evaluate on a scale of 1 to 5 the pleasure which was aroused by each picture (1 meant extremely pleasing, and 5 extremely displeasing). The experimenters had previously concocted twenty fictitious squibs or descriptive paragraphs, two for each picture. One set of squibs praised

the pictures to a certain extent; the other set were slightly critical of the prints. The squibs were attached in turn to the picture mats. One group of students viewed the pictures with one set of paragraphs appended. A comparable group examined the same pictures with the other write-ups attached. Care was of course taken to present pictures with which the students were not familiar, but which presented a considerable range of preference. Only a few students suspected the hoax. The others conscientiously rated the pictures. The results indicated that the paragraphs had greatly influenced the preference values of the pictures.

Paragraphs Attached to One of the Picture Mats:

Praise

A brilliant specimen of the work of the youngest member of the Académie, who was elected to this distinction on the strength of his romantic artistry.

Less Praise

A clever sketch by one of the students of the Salon de Paris. It was awarded third prize at the annual exposition in 1926.

In a second experiment the potency of artists' names was studied. An earlier study had determined which of a long list of painters were the four best known and

which the four least known. These names were now attached to the mats of eight of the pictures. The procedure was similar to that of the experiment discussed above. Thus the pictures were attributed to one group of painters when viewed by one half of the subjects, and were attributed to other painters when viewed by the remaining subjects. Here again the effects of prestige were evident. To find the name of Rembrandt attached to a picture meant far more to these college students than to find that of Dewing similarly appended.

A consideration of these experiments should cause us to stop and ponder a little over the matter of aesthetic values. If we wish our children to have tastes in the arts similar to our own it is of paramount importance that we select carefully the artistic stimuli which are presented to them. The outlook is a discouraging one for him who believes that certain art elements are innately good, and that his children will naturally perceive the good. The available data indicate that standards are relative to groups. What we become habituated to will, in the main, suffice for us. If, therefore, we have artistic views which we wish our children to exhibit it is up to us to stimulate them accordingly. A shift of the burden to poor, overworked nature will not help matters.



Battle Creek, Iowa.

We kept our winter lunch tray set with crumbs, chicken feed, seeds, suet, cracked walnuts and sometimes raisins or cranberries.

Winter Bird Feeding Activity

GRACE JONES

Ida County Council of Religious Education, Battle Creek, Iowa

CHILDREN naturally love birds. Most teachers say "wait till spring then we will study birds." But we miss the secret of real bird enjoyment until we have invited chickadee to our window on a snowy day. Winter birds are few in comparison with summer song birds. They have greater difficulty in finding food. And birds are just like folks. A few lunching together every day soon become the best of friends.

I have taken children on long trips in the spring hoping that we might see a bluebird or a flock of goldfinches. But one day, very unexpected, a goldfinch still wearing his winter coat, called at our window tray. The children did not run as they might have in the field. They stood almost breathless thrilled with enjoyment. That moment's call gave them an intimate bird friend they will never forget.

Our Window Feeding Tray.

So much has been said about "Bird Christmas trees." Their value lies in "creating an interest" and "everybody doing it," rather than using them for feeding stations. We did put our Christmas tree out in front of the playroom window. It made a pretty setting. It gave us peeks into fairy land when it was covered with frost or snow. The sparrows found it one cold night. Jimmie Nuthatch thought we put it there just for him. He showed us just how you eat suet standing on your head. It was fun to watch him play peek-a-boo with chickadee in the little spruce tree. Chickadee took the tip-top for his perching place. He would sit there a moment, call dee dee, peek in the window at us, then down to the window tray to see if we

had remembered his special diet of walnut meats. Quick as a wink he hopped to his perch again then off to the maple tree. There he would thank us over and over again with his lovely song chick-a-dee-dee-de.

We tried to make a tray for our window. We could not make one strong enough to stand the wind and heavy snow. So the carpenter came and helped us out. He made a good one with a perch. We all helped paint. It looked fine, just matched the building.

We kept our winter lunch tray set with crumbs, chickfeed, seeds, suet, cracked walnuts and sometimes raisins or cranberries.

We served the nut meats on Sundays and one day a week. Jimmie and chickadee were just like us. They forgot and took too many.

Chippy and song sparrow made a few calls. Old English called just anytime. Chickadee was our most friendly neighbor. He hopped in and out without stopping to knock. We loved to have him. His happiest calls were on snowy, blowy days. Jimmie would visit quite often for a few days, then forget all about us for a week. When Mr. Jay came he made such a splutter we couldn't even think. Chippy squirrel called one day and then there was trouble.

Maple Lunch.

One day we told the children about Downy Woodpecker. We looked at his picture. Basil said "Yes sir, he is, he did come to our tree." A few days later we saw him on our maple tree. A real exciting time. "Why don't he come to our tray?" "Oh, won't he!" I told the children he was not so sure of our being his friends. He liked to pick on the tree

bark best, too. Why couldn't we put his lunch out there. We did and he brought his big brother Hairy. Hairy called so loud that we thought they must be having a family quarrel.

Then little Brownie Creeper came. Round and round the tree he went. He was always there and never tired. Zoe Aileen said "Oh, dear how many bug eggs did they lay for him?" One morning Bonnie ran to the window just as Mr. Jay lit on the maple tree screaming his name Jay-Jay-Jay. "Oh, where's his picture," she said. She looked at the picture then at him. "Yes it is him and he has his little fuzzy stickup cap on too." Just before Valentine day a Flicker called at Maple Lunch. I showed them the little half moon on the back of his head. "Oh, no" Leslie said, "that's his valentine."

So now Maple Lunch had to be kept open too. We rubbed suet in the bark of the old maple every few days even if Jack Frost did:

"Sting our toes and bite our nose
And make our cheeks look like a rose"

One day a lady asked, "Do you think it makes the trees grow better to grease them?" We just had to laugh but you know that was not polite.

Story Play and Music.

One of our favorite stories was "The Three Birds" from McCallum," The Nursery Class. "They loved to play this story. They put in so many of their own ideas that it was a real experience to watch them. Bobby Robin and Bluebird say goodbye and fly away to the southland.

Then Chickadee is left alone to sing:

"Chickadee, chicka-dee, there are seeds here
for me,
And when the seeds are covered with snow,
Some little child will feed me I know."

The children could hardly wait. They popped out from every corner with something to feed him.

Another story-play they made up themselves helped us solve a selfish boy problem. We had been telling about bushes the birds liked to hide in at night to keep them safe and warm. We sang together:

"Pretty birdie chirping in the snow
Hunting food upon a winter day
We will give you many a crumb
Take your fill then fly away."

—Song and Play for Children.

Then they flew all around the room and hid in play bushes they had made with chairs. One little boy sat alone, very still in his bush. He watched the other children flit from bush to bush. Again and again they flew to his bush and asked, "May we come in" "May we stay in your bush tonight" "May we have a berry." Each time he shook his head or said "No, no, this is my bush." Then Bonnie, who would give up anything she had, hopped on one foot to his door. She stood there shaking and gave a little cry-chirp. "Oh may I come in I am so cold." He smiled and shook his head yes. So in they all came. (A few days before this little boy had nearly frozen his fingers on the way home.) The children had found a sympathetic feeling. We thought he remembered his sharing lesson too. One very cold day he came so excited to tell us: "Another little bird rapped at red head's telephone pole, and he *did* let him come in."

"St. Francis and the Birds" is a beautiful story for children with the lovely melody by Liszt. How delighted the children were when some of them heard Mr. Damrosch and his orchestra tell the story over the radio. It had happened one day when we were playing our toy band that chickadee came to the window and sang a solo part. So when Mr. Damrosch told about the chickadees listening to the radio concert, they laughed and said "he likes our band too."

The children loved to sing:

"The wee bird in the willow
He hasn't any pillow
He puts his head beneath his wing
And goes to sleep
The tiny thing
The wee bird in the willow."

—Song and Play for Children.

and "Tap, Tap, Tap," from "The Music Hour." They liked to listen to the bird songs and calls on our little Edison. They soon learned to listen for the bird parts in a few great musical numbers like "The Toy Symphony" and "Sounds of the Forest, from Siegfried."

They were very fond of saying winter poems and looking at winter bird pictures with our music appreciation lessons. Some of the ones they liked are:

In Winter *Rossetti*
A Home in the Telephone Pole
Robin Redbreast *Munier*
Junco Station *Bruce Horsefall*
Woodland Friends *Torrant*

During Free Play periods we often heard the happiest little concert programs. The children would run about from picture to picture singing about them, saying the poems or introducing a music record with "Here's a cuter singer than in the world" (chickadee).

When we walked in the snow and watched the birds find seeds and winter berries in the bushes we thought of the Heavenly Father's care and remembered, "Your Heavenly Father Feedeth Them."

Our Exhibit.

Many of the children were feeding birds at home. They tried to make feeding trays. Daddy and brother were often interested and helped us out. There were trays for the garden post, tiny corner ones for the porch, a car to run on a string out to a tree and every kind of attempt at a window tray. They were all very crude, but the birds did not care nor did we.

If a jay or a chickadee did come the

children were so delighted they had to bring the tray to prove the visit. George had a hard time with his kitchen window tray. It was made from an old orange crate. He talked about it continually. At first he had sparrows. Then he had so many sparrows he didn't know what to do. Then a nuthatch came. He put out walnuts and the chickadees came too. To really appreciate this effort you should have seen George while he was telling about the birds that came to his tray. But one day his mother was very well paid for her little boys efforts. A mother and father cardinal both stopped to try a few sunflower seeds.

March came and it would soon be "Bird Day." All of the children had seen their first Bobby Robin and one bluebird had been seen in the woods. We were talking about plans for "Bird Day." "Oh, let's bring all our winter bird things and tell about them," the children said. So we arranged for a "Winter Bird Feeding Exhibit." We arranged the trays with pictures, cuttings and drawings and the different kinds of food the birds liked best. Of course there needed to be signs. Here are some they helped to make:

"For a post in my garden."—Ardell

"My bird car."—Charles

"My window tray."—George

"What I like (Nuthatch) bug eggs—suet—nut meats—raisins."—Mary.

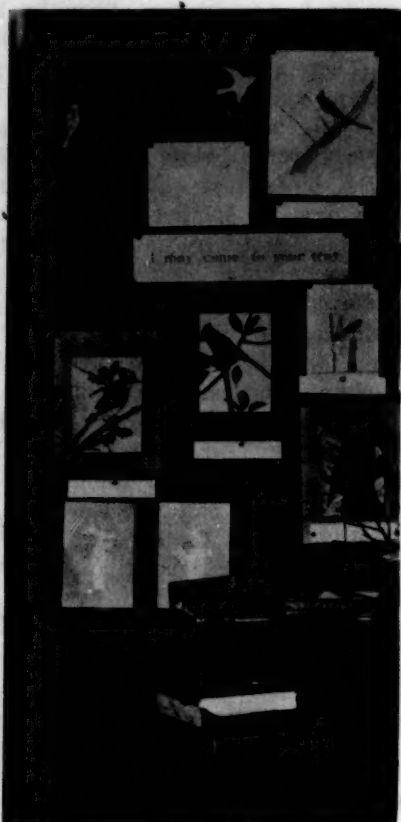
Reading Activities

Silent reading activities were developed at different times with both Kindergarten and First Grade children. Both groups enjoyed this work very much. The Kindergarten children liked to play they were birds and do as we printed on the board:

fly—hop—sing—run—hide—call
listen—rap—tap.

We varied this activity with printed cards of these action words. The cards were placed on the chalk tray. Each child picked out the ones he knew and did what the card said. Then we played

matching color cards with bird pictures that had been placed around the room. The cards were a color on one side with the name of the color on the other. First



For "Bird Day" we brought all our winter bird things, trays, pictures, cuttings and drawings and the different kinds of food the birds liked best, and talked about them.

they matched the pictures with the color side then tried the word side. As they found the right picture we printed:

Red like the cardinal.

Blue like the bluebird.

Yellow like the goldfinch.

Orange like the little kinglet's cap.

The First Grade children developed three types of silent reading work. Action phrase cards, "Yes" and "No" for win-

ter Birds and Reading charts developed from Oral composition.

The phrase cards were used the same as the Kindergarten action words except that the children returned and read their cards as a check on accurate reading. Some of the phrases were:

fly south
hide in a bush
perch on our tray
come home
hunt seeds in the snow
rap, tap on a tree

Things that birds "do" or "do not do" in the winter were printed on cards and flashed for the children to answer "yes" or "no" as:

eat seeds
hop in the snow
make nests
Downy at our tray
pull worms
hunt bug eggs
come to our bird bath
Downy on the tree trunk

After a trip, an activity or an interesting experience we developed reading charts from group work in oral composition.

Maple Lunch

Maple lunch is open.

Downy came to-day.

He wore his red cap.

He flew away to tell his brother.

Hairy stole a big piece of suet.

We gave a program in connection with the exhibit. The children used the music, pictures, stories and games they liked best. The mothers and children who came enjoyed it very much. But the children who had been watching and caring for birds all winter understood the best. "Bird Day" to them was more than a "day set apart." It had become a natural life experience in the conservation of wild life.

Personality Differences in the Smiling and Laughing of Infants

RUTH W. WASHBURN

Research Associate in Child Development, Clinic of Child Development, Yale University,
New Haven, Connecticut

There has been much speculation as to the age at which personality differences in ways of behaving declare themselves. One hears statements which describe the two poles of opinion. The uninitiated are apt to say "all babies are alike," while mothers who have several children report each one of them to have been different from the moment of birth. A study* undertaken at Yale University some three years ago offers a little concrete evidence to help establish the fact that personality differences are observable and recordable in the very early months,—certainly before the end of the first year. The primary purpose of this study was to describe, more fully than had yet been done, the smiling and laughing "behavior patterns" of infants, and to find out whether there are developmental changes in such behavior patterns during the first year of growth. In order to do this it was necessary to stimulate smiling and laughing. The inevitable effect of personality differences emerged as it became apparent that it was more difficult (and consistently more difficult) to stimulate laughter or smiles in certain infants than it was in others.

Briefly the study was carried out in the following way. Fifteen infants were chosen for observation. The success of the undertaking was in part due to the generous cooperation of their mothers who gave time to come with the infants to the Yale Psycho-Clinic once every four weeks. Four of the babies were seen before they were two months of age, all of them before they were seven months old. Every

child was seen at least four times; four of them were seen eight times. Each appointment was made at an hour which would not upset the child's regular schedule. The babies were studied from month to month, always in the same room, in order that the conditions might be comparable. If the children had been studied at home it would have been necessary to take many more factors into consideration. While in the room, the babies lay or sat on a comfortable, padded table, with their backs to the light, facing the individual who played the "games" with them, their mothers at their left and a little to the rear. Certain simple "games" were chosen for use which were known to have been successful in stimulating smiles or laughter in infants such as "chirruping," various forms of peek-a-boo, playful attack or rhythmical jolting. Tickling was avoided. These "games" were used always in the same way and in the same order each time that an infant was seen, with only such minor shifts in relationship as were necessary when the child began to sit alone instead of lie on his back.

Since the purpose of the study was to describe smiling and laughing, it was obviously a disappointment when this type of behavior did not occur. Following the first two or three appointments with a given child one was apt to ascribe failure to respond in the desired way to an incomplete nap, teething, or other unusual factors, until it gradually became apparent that one always had a disappointing afternoon with Baby No. 4 and two or three others. On the other hand, there was consistently a sense of success after an afternoon with any one of six or eight babies.

*A Study of the Smiling and Laughing of Infants in the First Year of Life, by Ruth W. Washburn. *Genetic Psychology Monographs*, Vol. 4, Nos. 5, 6, pp. 397-537. 1929.

If one may make use of a metaphor in thinking of expressive behavior (and by expressive behavior is meant all behavior which has come to be associated with the expression of feelings and emotions such as laughing or crying) the situation gradually formulated itself somewhat as follows. Suppose that when one is going on "the even tenor of one's way" one is on a somewhat narrow path on which one maintains balance. Now something happens to stimulate expressive behavior. One tips to the right into a state of smiling or laughing or the left into a state of soberness or crying. Excitable people maintain their balance with difficulty and following very minor events tip either to the right or left, laughing or crying with equal readiness. The more tranquil or possibly less expressive maintain their balance with only very minor deviations to the right or left no matter what the occurrence. Certain cheerful people lean habitually to the right, meeting most stimuli with a smile or laugh, while the soberer individuals lean habitually to the left, very often responding to events with soberness or even tears. As early as the fourth century B. C. Hippocrates recognized four types of individual, roughly corresponding to the above: the choleric (excitable), the phlegmatic (tranquil or inexpressive), the sanguine or cheerful, the melancholic or depressed.

Lacking introspective report, as one always does when working with young children, one can not know what feeling or emotion was experienced by the babies studied, but judging them only by their expressive behavior (smiling, laughing, soberness or crying) these four types were recognized. Four of the children almost invariably laughed heartily every time that they were stimulated with the hope that they would do so, but these children screamed lustily for comparatively slight cause. They were thought of as multi-expressive because they were "expressive" during a greater part of the period of observation. Another group

smiled but seldom laughed, whined but seldom cried, were apparently more serene individuals and were thought of as parvi-expressive. A third group smiled or laughed much more than they whined or cried, maintaining an appearance of good humor. Using the name of the muscle which retracts the corners of the mouth upward, they were called risor-expressive. The fourth group laughed almost never, were sober, whining, or crying much of the time. Again using the name of a muscle, the one which draws down the corners of the mouth, these children were thought of as predominantly depressor-expressive. This grouping was not premeditated, but emerged as a fact only after repeated observations of the same individuals. There was therefore no effort to believe that a child belonged to one group or another or to make his behavior fit a preconceived type. Although the expressive behavior of one or two of the babies, as it was observed from month to month, varied enough to make it difficult ultimately to state in which group he or she belonged, the interesting fact was that the majority of the children behaved consistently with respect to the type of their expression.

When the observations of the children were completed and the data had been studied, it became apparent that one could rule out certain factors which have been thought of as possibly important in determining whether a child will laugh or smile. This fact threw one back with more force into the theory that differences in temperament account for the differences in expressive behavior. The children were ranked in a number of ways and the rankings were then compared. They were ranked in the following orders: those who laughed most to those who laughed least; those who smiled most to those who smiled least; those who cried most to those who cried least; the oldest to the youngest; the best developed mentally to the least well developed mentally; the best developed physically (as

judged by the weight-height index) to the least well developed physically. If then a given kind of expressive behavior bore a close relationship to chronological age, mental development or physical condition, one would expect to find a high degree of correspondence in the rankings. That is, the child who laughed the most would also rank first with respect to age, mental development and weight-height index. This, however, was not the case.

To a certain extent laughing and smiling behavior is undoubtedly related to growth or maturation. New born children do not either smile or laugh. Most normal infants smile, when socially not physically stimulated, by the time they are six or seven weeks old. There has been much disagreement as to the date of the first laughter. Pliny reported that Zoroaster was born laughing. For the most part, authorities state that laughter appears some time during the fourth month in normal children. The three infants seen by the writer at eight weeks, all smiled when adults approached and talked to and smiled at them, and were reported by their mothers to have done so for some days. The behavior during these early weeks differed quite markedly in its pattern from smiling seen later in the infants' development. Although nothing was recorded as a smile unless there was upward retraction of the corners of the mouth, children of two to three months open their mouths more widely in smiling than children a year old and the whole body is involved to an extent that it is not at the end of the year. That is, smiling in young infants is accompanied by kicking of the legs and brandishing of the arms.

Behavior was not recorded as laughter unless the typical facial activity was accompanied by the classical ha, ha, ha or some such successive similar vocalizations. This response was far more perfected the first time it appeared than the smiling response, just as a sneeze is unmistakably a sneeze, even though it may be the individual's first sneeze. The fact that authorities do not agree as to the date of appear-

ance of laughing in young infants is probably due to the fact that because of personality differences it actually differs very much from individual to individual. For instance, one of the babies studied never laughed while under observation. Another child whose mother reported that he laughed very little did not laugh at the laboratory until nine months of age. Still a third baby did not laugh under the conditions of the study until he was a year old. When the rankings were compared (for laughter and chronological age, smiling and chronological age) there was found to be practically no correspondence. The child who ranked first in number of laughter responses was ninth with respect to chronological age, for example. It was therefore concluded in the case of these normal infants, that whether or not a baby laughed in a given situation, after the laughter response once appeared, was not dependent upon how old he was.

Determination of the developmental level or mental development of each of the infants each time he was observed was part of the regular procedure. Three of the children were developing at a rate definitely superior to that of the others whose rate was either high average or average. Again there was no correspondence in the ranking for rate of development and that for either laughing or smiling behavior. Indeed the child whose mental development was rated second was thirteenth in the ranking for number of laughter responses, while the child, who ranked thirteenth in developmental rate was first in number of laughter responses. Since this was true, it seemed fair to say that developmental rate, and by implication intelligence, was unimportant in determining whether or not a child smiled or laughed in a given situation. Again it must be borne in mind that one is discussing a group of children whose development was average or above.

The question as to whether relationship existed between physical condition, evidenced by the weight-height index, and the amount that a child smiled or laughed,

was of particular interest because it has long been thought that plump people are the jolliest and also that laughing makes



Subject No. 7, 32 weeks. A "smile," very characteristic of this child at this age, was accompanied by vigorous waving of the hands and kicking of the legs.

one fat. The infants were weighed and measured each time they were seen, so weight-height indices were available. Again there was no correspondence in the rankings. Although the child whose weight-height index was most above the average laughed more than any of the others, this was offset by the fact that the child who stood third in the ranking for laughter was fourteenth with respect to weight-height index.

Although the study was not extensive enough to make generalizations possible, it can be said to be true of this group of children that relationship between incidence of smiling or laughing and chronological age, mental development or physical condition could not be demonstrated.

To illustrate some of the points made above, a brief sketch of the behavior of one child from each group follows. Following each period of observation a detailed summary of the child's behavior was written, supplementary to the notes kept while the observation was in progress. The quotations are from these summaries.

Baby No. 6 was the most outstanding member of the multi-expressive group. Her responsiveness was a matter of great delight to the four adults and one child who made up the household in which she lived. There was difficulty in keeping her weight down rather than up to the average. Her mental development was slightly in advance of the average. Laughter and much smiling occurred each time that the child was studied, and crying and whining every time but one. She ranked second in laughter responses, first in crying. Increasing or decreasing the interval between feeding or nap and the period of observation did not change the character of her behavior. At twenty-four weeks it was noted that "she passed from laughter to crying without an appreciable interval between. When she was taken from her crib, she changed immediately and imperceptibly into a laugh." At twenty-eight weeks, "the fact that the child was laughing one minute was no guarantee that she would not cry the next." At thirty-two weeks the child was described as "laughing more readily than any other child studied. Her crying behavior was also more intense than the fussing of children who laugh less." At thirty-six weeks she was said to be "at half cock with respect to expressive behavior. She cried sharply and a great deal, especially in the adjustment period and equally laughed aloud in typical rhythmical reiterative fashion more in the course in the hour than any other child studied." At forty weeks, "she seemed to be poised between laughter and crying and to topple with equal readiness in either direction." At forty-four weeks, "the mother helped the child walk out from the back room, the child smiling and vocalizing as she did so. This behavior changed to screaming with stiffening of the whole body when her walk was interrupted. She laughed every time she was stimulated with the hope that she would do so." In all probability the child's natural tendency to express herself vehemently was increased by the fact

that expressive behavior was effective at home in securing what she desired.

One of the boys, Baby No. 5, best represented the parvi-expressive group. He was consistently well developed both mentally and physically, was a first child and intelligently cared for. His mother characterized him as merry but at thirty-two weeks did not think he laughed as often as once a day. At forty-eight weeks she reported that days went by without crying, though fussing occurred if he were hungry. No laughter was heard during any one of five observations, though there was smiling with squealing. This behavior helps to characterize the type, as it is less vehemently expressive than laughter. Whining was heard only twice. There was most smiling on the day when the interval between his nap and the period of observation was longest. At thirteen weeks "a faint smile often appeared on his lips followed by a moderate degree of fussing." At thirty-two weeks, "no laughter was heard, though once the child was apparently close to it. Smiles were frequent and there was no timidity." At forty-eight weeks "for the most part 'excitement' was expressed in a shrill shriek with smiling facial expression. The mother described this as typical laughter for the child. Smiling was, however, usually silent." The difficulty encountered in ascribing individual differences to either constitutional make-up or surrounding conditions is here again emphasized by the fact that both parents of this child were of the parvi-expressive type.

Baby No. 12 typified the risor-expressive group. This baby was very well developed physically. Because of the unusual shape of his mouth his smile was a very interesting one. His mental development was well above the average. Superiority of endowment was early apparent. His father and mother were of very different expressive types, the one tense and serious, the other expressing much more gaiety. It was a matter of policy with the mother to meet the less pleasant situations arising

in the baby's day with joyousness. Even as a very little infant he was told that he did not "want to cry."



Subject No. 9, 36 weeks. Incipient laughter.

Although laughter was only observed on two out of five days of observation there was frequent smiling and almost no crying or whining. He ranked eighth with respect to laughter, fourth in smiling and twelfth in crying behavior. There appeared to be direct relationship between recency of nap and feeding and amount of smiling and laughing behavior.

At nine weeks the mother stated that she thought the child would be a jolly one, though efforts to make him smile failed "unless he felt like it all over." At sixteen weeks "laughter was observed only once but smiling was frequent. He responded to his mother's gaiety with an effect of quiet dignity." At twenty weeks "there was no smiling with vocalization, but frequent quiet smiles ending in a return to kicking of the legs and brandishing of the arms. Brisk somewhat rough handling was endured with an expression of surprise." At twenty-four weeks "after a fairly prolonged period of fixed attention, he smiled and continued thereafter to smile frequently. Four definite degrees of expressive behavior from faint smiles to real laughter were observed. He definitely

paid attention to adult laughter and his own expressive behavior was intensified." At twenty-eight weeks "the child had been inefficiently handled by an attendant and although he recovered his poise he smiled seldom and did not laugh." At thirty-eight weeks "there was much smiling with vocalization, but no laughter. He was responsive to his mother's laughter even when interested in some object turning toward her and smiling slowly. There was no whining even at the end of the hour. He appeared to take life philosophically." At forty-eight weeks "he smiled readily even when alone with the observer and laughed equally readily."

Baby No. 4 best exemplified the depressor-expressive group. She was doll-like in type, consistently below the average weight and height. The question as to the relative contributions of heredity and environment in determining the expressive behavior of the child is a particularly interesting one. Both parents were somewhat tense, serious minded people but they were so delighted with their daughter that they felt sure she never saw any but smiling faces. Laughter was recorded during only two of the eight observations, and then it was in response to her mother. Smiling was also very frequent, making her rank thirteenth when either smiling alone or all smiling and laughter behavior was taken into account, while for crying she ranked third. There was also much sober studying of the observer instead of expressive behavior of any kind following stimulation. Longer or shorter intervals between feedings or naps and the period of observation did not change the type of her expressive behavior.

At twenty-six weeks "all behavior appeared to be "toned down" by the new situation. She began to kick and vocalize naturally only at the end of the hour. She never smiled readily at the observer, though she always smiled when she saw her mother." At twenty-eight weeks "she startled often and never seemed relaxed. She hardly made a sound except for one or two

whimpering cries. Smiles were fleeting and elicited with difficulty. Play that caused laughter at home caused whimpering at the laboratory." At thirty-two weeks, "it was necessary for the mother to leave the room briefly. Whimpering was recurrent while she was gone and for some minutes after she returned. Again there was no relaxation and frequent startling." At thirty-six weeks "the mother reported that even at home the child laughed very little. Smiling occurred, not when attempt was made to stimulate it, but when the child was left to herself." At forty weeks "the child smiled only once during the entire period. She had been fussy for a day or two and was possibly teething. Her habitual expression was round-eyed, mouth closed with corner slightly drawn down." At forty-four weeks "seen at a more favorable time of day, smiles were frequent if the observer did not approach too closely. Laughter occurred in response to the mother and again smiling when the child was alone." At forty-eight weeks "seen at the same favorable time of the day, there was a reversion to the former expressive behavior, smiles only in response to the mother, instant uneasiness if the observer approached, though the mother reported her to be a little clown at home." At fifty-two weeks the experimenter was again unable to approach or touch the child without protest on her part. All of this suggests that constant conditioning in a place to which she was accustomed had caused a type of expressive behavior really foreign to her and that the more native type reappeared in a new place with a strange individual. Additional evidence was the fact that this child's smiling was always a little affected in quality. This was not true of any of the other children.

There were many fascinating implications in the study and one was left with many interesting questions, some of which may have light thrown upon them as one continues to study these same children

(Continued on page 271)

The Longfellow Empire Builder

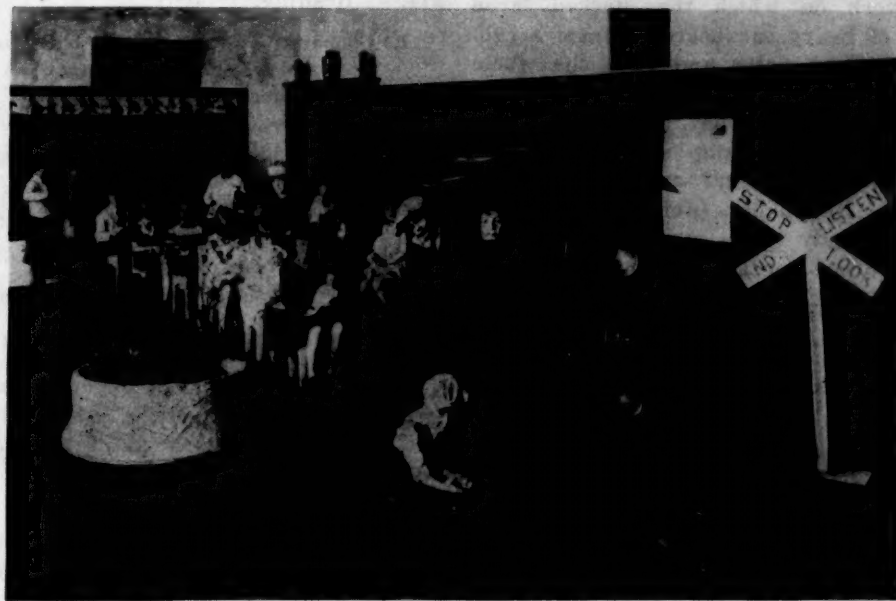
VERNA ZIETZ

First Grade Teacher, Longfellow School, Spokane, Washington

WHILE following the chronicles of Jack and Jane in our First Reader, we learned about their riding on the train to visit their grandmother. That same day a little new girl, from another state, came to our room. In getting acquainted, they asked, "How did you get here?" "On the train," she replied importantly and told them how she had eaten and slept on the train. She drew a picture of a train on the board. The next day several children brought train pictures from home. Some brought their electric trains. They took keen interest in looking for and reading stories and poems about trains in books at home.

than street cars, but very few had ever ridden on a train or seen one except in the distance.

As an outcome of this interest we planned a trip to a railway station. Before going we discussed what to look for, how a train is built, how many wheels, where the windows are. Our excursion proved a most fascinating experience. Before the arrival of the train we visited the waiting room, the ticket office, the baggage room, and the train announcer. Once aboard the train we saw the berths, diner, and observation car. We discovered that some trains carry freight, others passengers and mail. Later one interested father took a group to the



When we had a clear idea how an engine looked we planned to build one and to construct it so well that we could use it. A barrel was the nucleus of the engine. Large cereal cartons made a realistic smokestack. The headlights were bright coffee cans and the cowcatcher was made of laths.

All the children were familiar with automobiles. These were ordinary conveyances to them, more commonplace even

round house to watch an engine being repaired.

When we had a clear idea how an

engine looked we planned to build one. Not only was it to look *real* but it was to be constructed so well that we could use it. The children's interest was keen during the entire period of five weeks while they were building the train. They came early and worked on the unit the first period every morning. Each work period was followed by a group discussion of the work of the morning and plans for the next day were made. Progress was noted in their daily newspapers.

A discarded barrel was the nucleus of the engine. This was nailed to a wooden platform. Large cereal cartons made a realistic smokestack. The headlights were bright coffee cans and the cowcatcher was made of laths. The wheels were attached to the platform with bolts so the engine would really move. It was an activity suited to the different abilities of the group. The larger boys constructed a framework on which they tacked large sheets of heavy cardboard to form a cab. Others mixed paint and gave the whole engine a coat of glossy black. Still others made tickets, toy money, conductor's caps, porter's caps, and stop signs. They decided that news and candy boys were needed. Newspapers were brought from home. Candy boxes were made. Every child worked for that common end—*The First Ride*. The girls brought their dolls for children, being conscientious about the payment of fare if they were over six.

A whistle was brought to toot at every crossing and the crowning glory of all a shining brass bell that clanged on the arrival and departure from the station. Chairs were arranged to form an aisle down which the conductor strode to punch the tickets. The porter was most helpful with the suitcases and carefully brushed off all passengers before allowing them to alight.

The project emphasized the importance of common helpers and our mutual interdependence. It showed the relation of conductor, ticket agent, porter and others to the passengers.

Attainments

I. Industrial Arts

1. Experimentation with materials
2. Measurement and cutting of boards and laths
3. Use of rulers for the first time
4. Mixing and applying paints
5. Making a station
6. Making money, caps, belts, bags, signs, and many other needed articles
7. Making posters, drawings on board, and paintings on easels.

II. Oral Language.

1. Improvement in language as the child expressed himself freely about a subject in which he was deeply interested.
2. Addition of new words to the child's vocabulary: conductor, platform, observation car, passenger; berths, baggage, diner, coach, Pullman, porter.

III. Reading.

1. Cooperative stories which children dictated and which became the subject matter of charts:
Our Trip to the Station
What the Conductor Does
The Work of the Engineer
How We Made Our Train
2. The daily newspaper reporting progress and plans for the next day.
3. Original poems printed, read and re-read

IV. Writing and Printing.

Motivated through the making of tickets, signs, badges, and baggage checks

V. Number Experiences.

Making numbers on coaches and tickets
Determining and writing the price of tickets Price depends upon distance
Buying and selling of tickets
Making toy money
Time for arrival and departure of trains.
Number that can ride in a car, in a train, in the cab
Number in the train crew
Full fare, half fare

VI. Citizenship.

Right behavior on a train: No pushing;
 Wait for turn
 Courtesy of officials
 Need for obeying signals, red and green
 lights
 (All took turns in being the crew)

Do you think an engine
 Ever is afraid?
 Puffing far away from home
 Alone and in the dark?
 Don't you know it can't get lost
 With rails to show the way?

Shining in the rain
 Shining in the sun
 Are the twisting silvery rails
 That help our train to run.

VII. Dramatic Play.

Stimulus added to dramatic play
 Making beds on train
 Eating on diner
 Arrival and departure of trains

The spirit of cooperation was fostered
 by all working on one large project.
 Mutual patience and perseverance was
 needed to complete the undertaking. Then
 they had the joy of something that they
 could use. The project as a whole pro-
 vided the children with situations which
 required them to think independently. It
 sharpened their powers of observation and
 at the same time helped them to acquire
 methods of gathering and organizing ma-
 terial. Above all was the joy of all work-
 ing together for a common end.

VIII. Creative Poems.

After bringing in poems to read, the
 writing of their own:

Little engine pull the train
 Round the curves and up the hill
 Pull it faster, faster, faster.
 Bring my daddy home to me.

A PRAYER ON NEW YEAR'S DAY

Dear Father, as the New Year dawns,
 And as the old year slips away,
 Our memories come crowding close,
 And so we bow our heads and pray,
 To thank you for each lovely thing
 That made the months, now gone, so bright—
 We thank you for each sunlit hour,
 For every star that shone, at night!

We thank you for the boon of work,
 And for the books that we have read;
 We thank you for the kindly words
 That passers-by have paused, and said.
 We thank you for each brief success,
 For every friend that we have made;
 We thank you that our failures have
 Left us unbowed and unafraid!

Dear Father, as the New Year dawns,
 We lift our hearts to you, in prayer,
 And thank you for the days gone by,
 For moments very sweet and rare!
 And as we pray we ask you, Lord,
 That you will give us eyes to see
 New hope and faith and loveliness
 In all the days that are to be!

MARGARET E. SANGSTER, in *The Woman's Journal*

Color for the Kindergarten

DOUGLAS DONALDSON

Color Consultant and Director, Donaldson School of Design, Hollywood, California

PSYCHOLOGISTS have established beyond a doubt the fact that people are unconsciously influenced by the colors with which they are surrounded. Teachers as well as children readily respond to stimulating cheerful hues; when these are replaced with a dead, cold white, or colors dark and depressing, gloom enters the classroom as surely as if the world were covered with a pall of smoke.

Color is generally considered as a material thing to be applied upon various articles for the purpose of beautification. Strictly speaking, color is not a specific substance but is the sensation arising from the activity of the eye in response to light. When a portion of the light is selectively absorbed by a painted surface, the remainder reflected to the eye produces the sensation of color.

The effect of color upon people is quite distinct, and through a natural sequence is immediately associated with the emotions, producing sensations that are cheerful, stimulating, soothing or depressing.

The noteworthy fact about the following table is the close conformity of these results to the corresponding segments of the spectrum. Every indication points to fixed psychological and emotional values for colors, which produce definite effects through the sensitive mechanism of the eye, regardless of the conscious recognition of these effects by the observer.

In an effort to understand the normal emotional reactions to colors, experiments have been conducted of the type outlined as follows by Luckiesh in his book "Light and Color." Sixty-three college students about equally divided as to sex were asked to indicate their emotional reactions to twelve colors arranged in

their spectral order on a gray background. The results were classified in three divisions,—“Exciting,” “Tranquilizing” and “Subduing”:

	Excite	Tranquelize	Subdue
Crimson	41	0	10
Scarlet	56	0	0
Deep Orange	59	0	0
Orange-yellow	55	6	0
Yellow	53	6	0
Yellow-green	14	39	5
Green	28	32	0
Blue-green	32	23	6
Blue	11	21	30
Violet-blue	0	17	45
Violet	0	6	54
Purple	3	1	48

A brief outline of some of the qualities of the principal colors will no doubt be of help to those who would attempt to create the ideal color environment. It may be said in general that the strength of colors determines the degree of effect; for instance, red, the most stimulating color, when thinned out or made weak with white, becomes pink, which may be almost neutral in its effect as it approaches white. Warning might be introduced here against adjusting colors to the adult rather than to the child, in somewhat the same way that we avoid strong seasoning of food for children.

RED

Red is the warmest color, aggressive, energetic, combining the stimulating and forceful impressions of heat, passion and fire.

When red is used for decorative purposes care should be taken not to have it too strong or pure except in very small areas.

Red is indispensable as an admixture to other colors to obtain life and a glow of warmth. Red as a wall color might be used in a small alcove, vestibule or passageway but probably never in large areas.

YELLOW

Yellow is the sunshine color. It has warmth, brightness and is mildly exciting. It has high luminosity, reflecting more light than white and is associated in the mind with the life-giving energies of the sun.

Yellow with its various admixtures should be used perhaps more than any other color in school rooms: the larger areas yellow mixed with green in pastel shades and smaller areas yellow mixed with red to give the various pastel shades of orange.

ORANGE

Orange, the combination of red and yellow, is the most active of the colors. When looking at highly saturated orange, the color seems to penetrate the eye and impress itself strongly upon the mind. Because of the forceful impression it conveys, orange should be used in very small areas; if bright or in larger areas in a very unsaturated state.

GREEN

Green combines the tranquilizing and subduing properties of blue with the warm cheerfulness of yellow. Prepared in the right degree of saturation, green stands close to yellow in its desirability for use in the school room. Green supplies the soothing quality to balance the animation of yellow.

BLUE

Blue is the coldest color. In its darker tones it is especially cold and formal, and apt to be depressing. In its lighter shades it tends to be insipid,—“baby blue.” It is undoubtedly the least desirable color of all for use in a kindergarten, except only as it is used in mixture with green or violet, or in small areas as an accent. Very dark blue-violet is the most depressing color of all.

VIOLET

Violet is the most dignified color in its deeper tones and one of the most charming in its lighter values. Light red violet and blue violet combine in small areas to make an ideal complement for rooms that are dominantly yellow-green.

GRAY

Beautiful grays play an important part in the perfect color scheme. They should never be absolutely neutral but take on at least a slight suggestion of some hue; for school rooms yellow, orange or red grays are more suitable because of their warmth. Green, blue or violet grays are used to produce cool effects and are sometimes desirable in rooms having very sunny exposures.

In conclusion let me say that we learn to use color and fully appreciate it only by using it. Theorizing about it may be stimulating and suggestive of avenues of approach, but in the final analysis the perfect color scheme might be compared to a beautiful symphony of sound. Upon examining the symphony we will find that it conforms to the laws of harmony but in addition it must reflect the beautiful idea of the composer.

“The first requisite for the solution of these great problems of ours is accurate knowledge.”

An Adventure With Little Children Learning to Read

VIRGINIA ELDRIDGE

First Grade Teacher, Hayes-Barton School, Raleigh, North Carolina

“WHEN am I going to get my book?” asked one little beginner after another. The rental system was used in this school, the children had paid their book fees, and they wanted a book to carry back and forth in the new book bags. Of course they thought they could read them, because their principal reason for coming to school was to learn to read.

The group was composed of very young children and the teacher had planned to do kindergarten and much pre-primer preparatory work with them. The children were so insistent in their requests for books that after a conference with the principal it was decided to put some pre-primers in their hands.

The books with the children's names in them were put into their tables one afternoon after they had gone home. The next morning the little folks began to find the book and Christmas morning could not have been more exciting. The early comers would greet the other children as they arrived by saying, “Look and see what is in your table.” At first the children were interested only in the pictures but pretty soon they began coming up to the teacher and asking, “What does this page say?” They would go back to their tables and after a while they sat in groups reading to each other. Most of the children read what the pictures said to them. Not a

child asked for an individual word and the word calling habit was never formed. They read in thought units from the beginning.

At the close of the day a little girl asked, “May I take my book home?” “Yes, if you would like to,” the teacher answered. Not a single book was left at school that day. The next morning a child said, “I want to read what I read to my mother last night.” The teacher replied, “All right, and if anybody else has something they would like to read they may come up, too.” In this way a reading circle was formed which grew day by day.

At the end of two weeks one little girl had finished reading her pre-primer and had asked for a new book. She was told to go to the reading table and select the one she wanted.

As each child finished his pre-primer he was allowed to choose his next book. Sometimes a

child would want a book like some other child's and if it was not on the reading table they would ask, “Please get me a book like Betsy's.” “What is the name of Betsy's book?” the teacher replied. “I can't ask for it unless I know the name.” After this they called for books by name, and each child knew the name of the book he was reading. One little boy read a book about airplanes twice. He said he liked it so much.

Most of the children read individually but gradually they grouped themselves



They sat in groups to read to each other. The word calling habit was never formed as they read in thought units from the beginning.

according to the books they were reading. The largest group had six children in it. If a child were absent and got behind his group, some member would help him catch up. The teacher never urged the children to take their books home, but sometimes one would say to another, as one little girl did, "I wish you would take your book home and practice reading at home. We waste so much time helping you so you can keep up with us."

One day a visiting teacher asked how the children knew when to come to the circle to read. The teacher explained that they came as they wished. If a child was very much interested in a piece of work he would, as a rule, work on that and then come to the circle to read, but usually the best readers came first, as they were the ones most interested in reading. Those who were reading in the same group always came together. Sometimes a child would not come to the reading circle for several days and sometimes a child would come, "just to listen." The visitor wanted to know how the children learned to read. She said she had seen no drill. The classroom teacher said, "Dewey says, 'We learn to do by doing,' and these children have learned to read by reading." She explained that there had been no formal drill but that the words common to all



The pupils entered school the first of February and by the end of May each one had read from one to six books.

primers had been used over and over in stories on the board and on charts about their school and home activities.

The interest of the class in reading was not confined to the books of the classroom. In the conference they would often talk about what they could read outside of books—names of streets, and street and road signs, advertisements, and so on. One day a little girl was in the office of the assistant superintendent. She asked for "the book about the little boy and the tall buildings." When told that it was not in, she said, "Have you any other books a little girl would like?" She was shown a shelf of primers and she selected two or three which she said she could read after discarding several which she said she did not like.

The pupils in this class had entered school the first of February and they had all learned to read with the exception of one little boy. He had entered the class in April and he had been in school since September. The children of this group have had no reports to show their progress and no pressure whatsoever has been brought to bear to interest them in reading. By the end of May each one of the boys and girls had read from one to six books. They had learned to love to read and to love books.



The classroom library. The children learned to love to read and care for books.

A Virginia Mountain School

MIRIAM M. SIZER

Welfare Worker, Corbin Hollow, Virginia

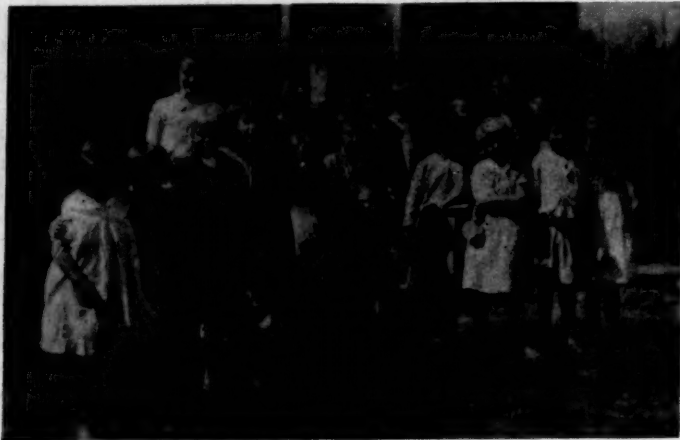
IN this modern American age of elaborate public school systems it seems surprising to learn of communities where the economic and environmental conditions together with other causes are responsible for the low educational status such as we find among the mountaineers.

In some of our underprivileged and isolated communities, particularly in certain mountain districts, we must take the responsibility of establishing public schools and we must attract to these schools the children. Descendants of the earliest Scotch and English settlers, they live in ignorance of the outside world. Through

be will be,' and so drug the highlanders back into their Rip Van Winkle sleep."

Corbin Hollow, the subject of this sketch, while being a rather extreme case, is, in varying degrees, typical of many other mountain communities in Virginia and in the seven other States that comprise the Southern Appalachian Highland.*

Corbin Hollow is situated about ten miles from President Hoover's Camp, and about three miles from Skyland, a summer resort famed for its matchless scenic beauty. This "hollow" is a steep, narrow valley, mountain-walled on three sides,



Some of the children at recess time.

implanting in their minds a vision of progress, a foundation of strong principles and the elements of right living, the whole district can become aroused to a higher standard of living.

It has been said that "The worst enemies of the mountain people encourage the supine fatalism of 'What must

with exits that are tortuous foot-paths or bridle trails. No wheeled vehicle can enter the settlement. The beginnings of education in Corbin Hollow are as follows: In 1911 its first school, a three months' term, was opened. In 1925 a second session of three months was granted; in 1929 a two months' term was taught by the writer, followed by another teacher. Thus from the earliest settle-

*Horace Kephart, "Our Southern Highlanders," p. 255.

ment, probably antedating the Revolutionary war, to 1930, this community had a total schooling of nine months! For 1930 an eight months' session, the Virginia legal term, was secured.

had advanced English training, I could understand most of their pre-Shakespearean speech. The older boys, due to Skyland contacts, spoke a more modern English.



The school interior indicates heating; the source of water supply; the wooden bench that is an improvised teacher's desk; wall adornment and some of the children's handwork.

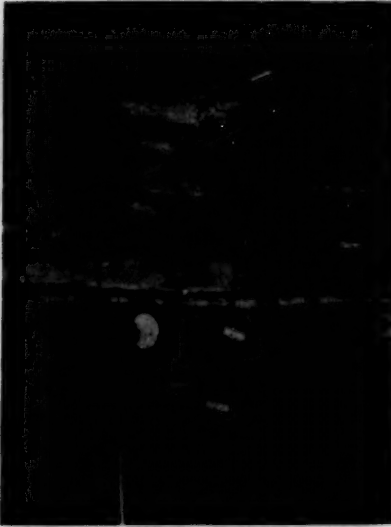
Several scenes from the first school day may give a picture of general conditions. The one-room, mud-daubed log building at the head of the hollow and standing on a fairly level plateau had been supplied by the teacher with some equipment and put in readiness by the owner of the building. Some of the twenty uncouth boys and girls who struggled in were fairly presentable. But the majority were a ragged, begrimed, vermin-infested, tobacco-chewing, emaciated group, whose only experiences had been those of bare cabin and community life. Since saying "good morning" was beyond their ken, since play was unknown to them, and since fighting was their chief diversion, the children in family groups waited with a listlessness that was almost apathy for the signal to enter the building. Attempted conversations with them were partially successful in that having

Inside the building, seated by families, the group listened while I repeated *The Lord's Prayer*. To the question, "How many ever heard this before?" one child answered in the affirmative. Pointing to a large flag that lent splendor to sordid surroundings I asked what it was. Three large boys said they "had done seen them things at Camp (Skyland); hit war a flag."

Adjustment for the smaller children was difficult. Some were continuously crying, wanting their "mammies." At every opportunity they slipped from the benches to the floor, their accustomed cabin seat. By means of a toy automobile, dolls, balls, and marbles, the first seen by these children, they were reconciled to staying—with the door locked.

The closing period was devoted to health. Explanation was made that there were wash cloths, soap, and towels for

each child; that these gifts were only for the children who would use them; but that every child was expected to take a bath before coming to school the next day.



The use of these individual tin cups not only complies with the State sanitation laws, but becomes a means of serving the much-needed daily "dinners" provided for these children.

Also they were to ask their mothers to put "coal" (kerosene) oil on their heads. A chorus of protests arose which resolved itself into "I ain't a-comen," repeated all over the room. One big stammering boy said, "I-if you'll a-all come to s-school ter-morrow I-I'll give yer a c-chew o' t-terbaccer." The minute school closed the girls and boys with extended hands crowded around Walter, saying, "Gimme chew, gimme chew." "Just a little, Walter, please, I said." Smiling happy, chewing, the group departed to appear the next morning with shiny, smelly heads, and with clean spots on faces and necks though with ears mostly forgotten.

Number work, especially counting, possessed a vital interest since all equipment as pencils, scissors and crayons had to be accounted for before any recess was given or school dismissed. Five of the older group learned most of the addition

and subtraction combinations and wrote numbers from 100 to 500 and 1000, but the simplest problems seemed beyond their comprehension, except in a few cases of big boys who bought supplies at stores. Number work games were successful.

Reading was more encouraging; the group of twelve years and over completed the primer, one boy reading two primers and a first reader; the second group varying in ages from nine to twelve completed about one-half the primer; while the remainder varied from the first page to about page 30. One pitiful little girl surprised me by learning three words the last week of school.

No account of this school is complete without a mention of the story of *The Three Bears*. This of all the stories was a universal favorite, not only with the children but with the adults who frequented the school.

Behavior problems which reflected community life were: double-dealing, deceitfulness, lying, wanton destruction of property, fighting, drinking, thieving, house-breaking, and fire-setting. All of these constituted, at some time, school behavior problems. Standards of conduct were so low that in many instances none seemed to exist. When a mother was caught openly stealing the children's dolls, what could one expect from children?

Other problems were those of teaching some sense of courtesy, kindness and appreciation which seem to be products of civilization; of developing habits of industry, of awakening social instincts, group consciousness, and group opinion; of slowly, and in concrete forms, setting up some standards of conduct.

Through work and play; by story, pictures, songs; through praise and rewards of worthy actions, and through correction of unworthy actions; through the interest and assistance of many friends who have provided food, clothing, school equipment, and some joys of childhood; through the excellent instruction of

their faithful teacher, for eight months, Miss Minnie Myer, a college graduate, from Lancaster, Pennsylvania; through these and similar influences some of the Corbin Hollow children are being developed into useful citizens.

From this brief survey of one mountain school which represents a class of isolated and unknown communities, it is shown that some public school systems do not function adequately in certain mountainous areas. When we read that there is an estimated population of four millions in the Southern Appalachian Highlands, the magnitude and significance of the mountain problem becomes more apparent.

This population lives in varying degrees of nonmodern civilization; the cycles of generations follow each other without that opportunity for self-realization, that knowledge and culture which gives the keenest delight, that enlightenment of mind and spirit which yields the fulness of life.

Corbin Hollow becomes infinitesimal; but as the farthest star sends out a ray of light that may lead to the discovery of a new universe, so this humble mountain public school may point the way toward new worlds of achievement and happiness for thousands of children now living in darkness.



VISION

I came to the mountains for beauty,
And I find here the toiling folk,
On sparse little farms in the valleys,
Wearing their days like a yoke.

White clouds fill the valleys at morning;
They are round like great billows at sea,
And roll themselves up to the hilltops,
Still round as great billows can be.

The mists fill the valleys at evening;
They are blue as the smoke in the fall,
And spread all the hills with a tenuous scarf
That touches the hills not at all.

These lone folk have looked on them daily,
Yet I see in their faces no light;
Oh, how can I show them the mountains
That are round them by day and by night!

JESSIE B. RITTENHOUSE, in "*The Lifted Cup*."

Motherhood Education in Japan

HIRAKU SANDAYA, M. D.

Head Physician, Sundaya Juvenile Sanitarium for Mental Deficiency and Malnutrition,
Ashiya, Japan

IN Japan, women have been subject to three-fold precepts of obedience. By three-fold precepts of obedience we mean: First, to obey their living parents; secondly, to obey their husbands after they are married; and thirdly, when they become old, to obey their sons. The ideal of these married women,—very few women fail to marry—was what we call “good-wife-wise-motherism.” The important virtues for married women were obedience to their husbands, care of the home and the raising of children.

In the days of the Tokugawa shogunate, reading, writing, and arithmetic were the most significant elements of the Japanese woman’s education. Sewing and cooking added to these completed the list of her accomplishments and the texts were composed chiefly of the materials which were suited to make a “good-wife-wise-mother.”

When girls became wives and kept house, they rarely went out, and the means of getting culture were thus extremely limited. There were, in the past, practically no opportunities open for girls to get education in motherhood. But, during the last fifty years, Japan has taken great forward steps in the training of her women in this most important matter. We Japanese acknowledge and appreciate not a little the example of our American friends. They established many mission schools when few girls’ colleges had come into existence; moreover, adequate attention was given to the selection of a vocation. Opportunities for girls to work outside of their homes increased in number. As a result, society has come forward to help provide educational opportunities for wives and mothers. This is proved by the growth of lecture meet-

ings, part-time institutions, and in the use of lantern slides, moving pictures, books and magazines. In other words, the education of the wife has come to be a social rather than a mere domestic affair.

In the subject of education in motherhood, I have been vitally interested for many years. Since the matter is attracting the attention of the whole Empire, I think it is to the point to say a little about the direction I have taken in my work and what I have accomplished.

Though there is much I might say concerning the significance of the work, and its development and expansion, I will explain only a little here. Since the subject “motherhood education” has close relation to the work carried on in my sanitarium, some words should be said in this connection. My work is the treatment of persons of underdeveloped mentality and character from the point of view both of medicine and of education. It is known as “clinical education.” My sanitarium, which is the first of its kind in this country, was established three years ago after twenty years of constant prayer on my part.

The number of children about whom I have been consulted by their parents concerning education and health, has reached many thousands since I began the work. I was then at the head of the municipal child welfare bureau, which also was the first one of its kind, though established by the government. Consequently, I understand mothers’ psychology and their grade of culture thoroughly.

In the year 1927, after I had retired from official life, I opened my child welfare bureau in Osaka. At that time,

also, I organized a "Mothers' Conference" and conducted monthly meetings for training the mothers who came to the bureau. In these meetings, the mothers hear lectures for several hours on the upbringing of the child, education of the mother, nursing, nutrition, and so forth, delivered by my friends and co-workers. Simultaneously the committee was appointed. At a later date, lecturers on various other subjects were invited. The words "mothers' conference" had rarely been heard of in Japan before that time.

My sanitarium is located in Ashiya, a town lying between Osaka and Kobe, which contains numerous villas and is well known for its wealthy residents and beautiful scenery. About two years ago, another mothers' conference, composed chiefly of the mothers who came to the sanitarium, was organized. This conference also has a committee now. Monthly meetings take place regularly and are supplemented occasionally by inspection trips. These two groups have gradually attained popularity with the people; and subsequently others were organized in Kyoto, Kobe, and their vicinities. Altogether there are seven mothers' conferences with which I have to deal. These are situated in Kyoto, Osaka, Kobe, which are the leading cities of the Kwansei district of western Japan, and their suburbs. The scope and nature of the activities of these mothers' conferences have by degrees become known throughout the country till plans to establish societies having the same purposes have developed in many places. There are some cities beside those already mentioned where the mothers' conferences have been organized. There is also one where I have been asked to give instruction in organization, objectives, and administration of mothers' conferences now under consideration. Strictly speaking, even in Japan, motherhood education in its broadest sense is not of recent development. There have been numerous associations in the country for par-

ents, mothers, and sisters, or for women in general. Of course, their respective administrations differ somewhat.

I have a special reason when I name ours a "mothers' conference," for I am constantly being consulted by mothers respecting their children. My work is for the sake of mothers and children. The word "mother" I bear always in mind: I think it more affectionate to call ours a "mothers' conference" than merely a mothers' association, or the like, as those of the old days were called.

I am delighted to see the good influence they are exercising throughout Japan. It will not be long, I believe, before mothers' conferences will be found in every part of the Empire.

While the private mothers' conferences are developing, the Department of Education has awakened to this very important side of home training. A week's training institute was held in Tokyo, to which the delegates assembled from every prefecture of the Empire. This year, I am one of the lecturers of the fall sessions at Osaka and Fukuoka, held under the auspices of the Department of Education. Thus, each prefecture of the country is making competitive efforts to train mothers, as well as to stimulate the existing women's associations to function more efficiently. At the same time this example of the official organizations promotes the establishment of other mothers' conferences. In a year or two the movement will have made great progress.

I have been expending my efforts in the following ways as means to educate mothers:

Firstly, by lecturing. The audience ranges usually from a hundred to five hundred, though sometimes over a thousand are present. The rural meetings at which I am invited to speak are generally large. Ten years ago only a few women were attending and those without much enthusiasm. But today all are eager. I try to appeal to mothers' hearts with intense feeling, and it is not at all rarely

that I see mothers affected to the point of being choked by tears when I tell them the facts, denying speculations and theories, that I have personally experienced with many mothers. What I said came directly from the heart with a wish to prevent misfortune to their children. It is a common thing for some of the audience to remain in the hall after the close of the meeting to ask questions of me. Occasionally this requires a special second meeting. Some visit me at my sanitarium; others write me. Because of a recent increase in the number who do this, a great deal of time is spent in meeting these requests.

Secondly, by the publication of *Mothers and Children*, a monthly magazine, now eleven years old, *Consultation about Children*, another monthly magazine, eight years old, and many other books and pamphlets on child training. The large subscription in the country makes me believe that it contributes to a certain extent to the education of Japanese motherhood.

Besides the above, I edited *The Exhibition for Mothers*, the contents of which treated of heredity, marriage, conception, pregnancy, confinement, nursery nutrition, books, toys, motherhood education, female readers in the time of the Tokugawa Shogunate, proverbs on mothers and children, supplies and outfits for children, clinical education, mental test apparatus; the childhood of great men, etc., etc. Exhibitions for mothers were held in the principal cities of the country. One was held at the Tokyo Asahi Shimbun hall for ten days last March. Among the spectators, there were Marquis Okubo, his Excellency Mr. Sekiya, Vice-Minister of the Imperial Household Department and all the court ladies of the Imperial Family.

Ten exhibitions for mothers were held, five in the five greatest cities of Japan,

and the rest in other places. The spectators numbered more than five hundred thousand, and all of them were welcome. At any rate, it should be said that it shows the wonderful progress of Japanese women, now that they have become interested in such work. This is one form of the circulation mothers' school which I have been advocating for many years, and though I think it most suitable to have a school of this sort spread as a future plan of the Department of Education, the Bureau of Social Welfare of the Home Department, the Bureau of Hygiene of the same, or of each prefecture, I myself will still continue this work.

It is my aspiration that the mothers' love in the home will spread to such a degree as to include their neighbors, their fatherland, and finally humanity as a whole. Mothers of will and heart bravely come out into society and do their best for the community. Our mothers' conferences aim to bring the Japanese women to this stage. I am sure that they can contribute something to promote human welfare with women of other countries, working hand in hand. In this connection I deeply appreciate American women. Many of them came to this land a few decades ago, when the present mothers were little girls, and took the trouble to build schools for the younger generation to give them a new type of education. Some of them came as evangelists, some of them as social workers, and all helped us a great deal. With respect to the affairs of the Japanese women alone, we owe American women more than we can tell. I am anxiously waiting for the time when I shall see American women face to face and exchange opinions about the future of Japanese motherhood education.



Mother, for thy sake I have been where the wakana grow,
To bring thee back some fresh green leaves: and see—my koroma
Is sprinkled with the snow!

Written A. D. 885 by THE EMPEROR KNOKO.

Beauty and the Child

PAULINE RUTLEDGE

Instructor in Kindergarten-Primary Principles, State Normal School, Towson, Maryland

ONE day a group of very young children went to a Museum of Art. They sang, walked, and ran gaily down the street until they came to the impressive entrance of the building. Here they stopped and looked at the doors. Slowly then they entered the building and when they saw the massive pillars and the exquisite stairway they stopped, became absolutely silent and waited. No one moved. No one talked. Finally a little boy slipped up beside the teacher and whispered, "There is Diana" —Are children conscious of the beautiful? Do they want it? Are they oblivious to and unappreciative of their surroundings? Children, like all of us, really believe in the beautiful.

It seems that we as teachers must think more about the rooms, the buildings, and the playgrounds, where teachers and children together spend so many hours during the day. What effect has the conventional, standardized type of room, desk and building on the children, especially on the creative, artistic children? What effect is produced by the inartistic, drab or exotic tastes of adults? Does it mean anything to have an impressive entrance to a school? Are vistas at the ends of the halls worthwhile? Should windows frame pictures that children can and will always remember? Is it the concern of any one to carry out design taught in the art classes, in the arrangement of bulletin boards, the hanging of pictures, and the grouping of beautiful objects in the many corners of the building?

Use and beauty should always be considered together. They are just two angles of the same picture, but both angles should be there. Many architects have created

wonderful buildings. They have carefully studied the environment and placed the building at the most beautiful spot, perhaps arranging a group of windows on a stairway so that the majesty of the one symmetrical oak might be appreciated and enjoyed. They have dreamed dreams of buildings which they hope may be realized. They have carefully finished floors, walls, blackboards, and wood work that they may truly be said to symbolize the great purpose for which they were intended.

All institutions need not look like what they are. All schools need not look like schools. A young German, a schoolman, took a group of visitors into one of his very expensive school buildings. He stopped a minute while the visitors expressed themselves most favorably about the architecture, arrangement, and efficient organization of the equipment and material. When the ejaculations had ceased the young man in charge of the party turned and said, "But we do apologize and are truly sorry that the building is so very institutional. Why can't we have more homes for our children to learn in? School estates would be better and I believe more beautiful." Perhaps the young German was right.

Shall we of this generation be known in the future for the thought and consideration we have shown in building gasoline stations, or shall we be known for the thought and care we have used in the erection of homes of learning? Miss Lewis in her book, "An Adventure with Children," tells how she used several small frame buildings in a most effective way. Living together, in the highest sense, makes for beauty. Real learning, the re-making of life, goes on.—Can we not pro-

mote better learning by considering both the use and beauty of the child's environment at all times?

Henry Turner Bailey, the great thinker in art says, "The teacher is fortunate who has an ideal school room; but perhaps the teacher is more fortunate who has not, for the opportunity to produce one with the cooperation of the children is not to be despised. How are we going to meet this? There are some fundamental suggestions given by Mr. Winslow, Director of Art Education in the Baltimore Public Schools, in his article in the *Baltimore Bulletin of Education*, December 1926—"Good Taste in Schoolroom Decoration." He says:

IMPROVE THE APPEARANCE OF YOUR CLASSROOM

1. Have a consistent scheme of decoration.
2. Hold the pupils responsible for their share in beautifying and preserving the beauty of the room.
3. Emphasize the structural vertical and horizontal lines of the room's interior.
4. Hang all framed pictures flat against the wall.
5. Adjust window shades and always leave the room with shades "even."
6. Keep maps and charts rolled up when not in use.
7. Do not fasten things on the blackboard tray, windows, doors or to any other wood work in the room.
8. Accept the blackboards at their face value. They are for daily use and do not require any form of permanent or semi-permanent decoration.
9. Have a place for everything and keep in its place when not in use.
10. Seek for unity of effect and a dominant center of interest in the room.
11. So display flowers that they will form an integral part of the decorative scheme.
12. Group objects as if they were not ashamed to have something to do with one another. This applies to plants, to books, and to movable articles of furniture as well as to pictures.
13. Do not "put up" too many things. Three things can be shown to better advantage than five things. They will also get more attention.
14. In choosing the pictures for your room select those which are appropriate in subject, decorative in purpose, and good in color. School rooms need more color.
15. Do not accept a plaster cast as a part of your decorative scheme without considering well its appropriateness from the standpoints of size, color and harmony with the schoolroom environment.
16. Have a bulletin board and see that all material displayed on it is arranged with reference to a vertical axis and that the margins and spaces are right.
17. Display flowers in a receptacle worthy of them or not at all.
18. Exercise the same restraint, good sense, and good taste in decorating your room for holidays and special occasions that you use on other days.
19. Avoid the use of inappropriate materials, such as crepe paper, in the construction of curtains, table covers, and other useful articles.
20. In case of doubt ask the supervisor of art.

These suggestions help not only in the school rooms and in the school building, but they should help in the home and in the world at large as well.

And now the playground! Some are so pitiful—some so beautiful. In England, one morning I stood in the doorway of an old country house which was being used for a school. Miles and miles of beautiful country stretched out on all sides until in the distance it seemed to roll into the horizon. Exquisite English gardens sur-

rounded the house and seemed to be everywhere. At the extreme right was the hockey field hemmed in by wonderful trees which served as a wind break. At the left under the trees were the pens for the children's pets. Here was space—variety of interests—beauty. Could we contrast this picture for a few minutes with another picture, perhaps one which is much more familiar to most of us.—A brick yard in the heart of a busy city, surrounded with all that is ugly that a city has to offer. Not a tree to relieve the barrenness, and if there be one tree it seems to add nothing, because its struggle for existence is usually so very apparent. If such a playground as this were necessary why can't the city parks, and the city playgrounds help more in the education of these particular children who must live and play in this environment? Could cities afford to build schools in or near the parks? It seems to me that cities can not afford to build schools just anywhere, but they should consider only the best and most beautiful spot, in order to provide their children with space enough so that the spontaneous play which is a part of childhood will be expressed.

In between these two extremes are many schools, well designed, well built, and a source of pride to the community. The children from one such school went out on the playground, one October day, to enjoy a romp in the leaves. A little boy ran, jumped and tumbled. He felt the leaves snap and crunch under his feet. Finally he dragged his feet slowly through the thick carpet, stopped, and looked at

the teacher with, "Let's says, thank you."

What attitudes and ideals do we want our children to have? How shall they get them? What learnings shall they have? How shall they get them? What teachings shall we do? How shall we teach?

Whether buildings be beautiful or drab, whether playgrounds be on the edge of the downs or bounded on four sides by high brick walls, somewhere underneath it all there must be a belief in the beautiful. Sometimes one must turn for help to renew her faith, and in turning she selects those people who still believe, who still hold fearlessly to ideals, ideals which make one work and which are worth working for. Henry Turner Bailey has given us this kind of help in "A Beauty Lover's Creed."

I believe in Beauty as the manifestation of triumphant life.

I believe in looking for Beauty everywhere; watching for it, searching for it in the great and in the small, in the unusual and in the commonplace things of this wonderful world.

I believe in working for Beauty always; planning for it, trying for it in the making of all that has to be made, and in the doing of all that has to be done.

I believe in living the Beauty-ful life; a life in right relation to the lives of others and in harmony with the eternally unfolding life of God.



"The first step in competent handling of any problem is to determine the facts. Facts are only to be found by searching and capable investigation."

("May Day; Child Health Day"—*McClure's Magazine*, May, 1925.)

A Kindergarten Unit of Work

ALMA MAY HARING

Kindergarten Teacher, Richmond Hill, New York

“WHAT can we paint next?” was the children’s question, after they had furnished their playhouse with modern wallpaper of their own designing. “How about a moving picture film?” offered the teacher. “Oh yes, goody!” and again paint brushes were put to work, making:

Bears Going for a Walk,
Goldilocks Knocking at Bears’ Door,
Goldilocks Tasting Bears’ Porridge,
Goldilocks Trying Bears’ Chairs,

and stand for movie machine. These, too, were painted. Then on the way home we saw an apartment janitor put out on the curb a large packing box, for the ashman to take away. Just the thing for our Ticket Booth! Held aloft on six shoulders, it found its way into the kindergarten room where knife and paint awaited to transform it.

With everything “set,” complimentary tickets for Reserved Seats were made and sent by special messenger to our Principal and Assistant Principal.



The “Three Bears” was the subject of our moving picture film and paint brushes worked vigorously to depict the story.

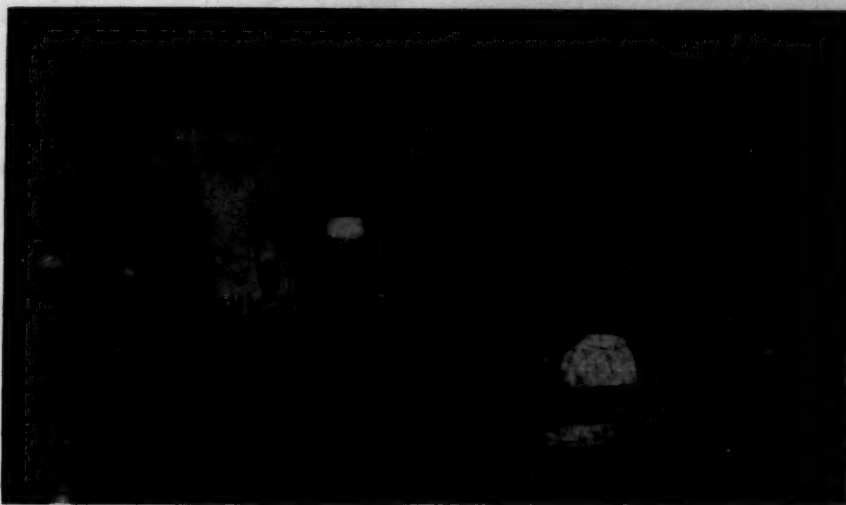
Goldilocks Lying in Baby Bear’s Bed,
“Who’s Been Tasting My Porridge!”
“Who’s Been Sitting in My Chair!”
“Who’s Been Lying in My Bed!”
Goldilocks Running Home.

Tapestry wall covering was an added attraction.

To the grocery store went the class for two large boxes for refreshment counter

Opening day arrived. After making ice cold lemon-orangeade from donations—twelve oranges, two lemons, seventy-two ice cubes and plenty of sugar,—the musicians took their places in the Orchestra Pit; ushers with searchlights were stationed at the door; and the Music Master gave signal for the pianist to begin the Introduction.

At the close of the Overture, shades "End," the room was lighted and re-
were drawn and Ushers turned their freshments were served to the audience.
searchlights on the Movies which were During the day the Ticket Booth was



A large packing box, which the janitor put on the curb for the ashman to take away, was just the thing for our ticket booth.

operated from the rear, while a volunteer closed and six classes of the Primary
told the story, picture by picture. At the School were admitted without charge.



Few of us take the pains to study the origin of our cherished convictions; indeed, we have a natural repugnance to so doing. We like to continue to believe what we have been accustomed to accept as true, and the resentment aroused when doubt is cast upon any of our assumptions leads us to seek every manner of excuse for clinging to them. The result is that most of our so-called reasoning consists in finding arguments for going on believing as we already do. . . . The "real" reasons for our beliefs are concealed from ourselves as well as from others. As we grow up we simply adopt the ideas presented to us in regard to such matters as religion, family relations, property, business, our country, and the state. We unconsciously absorb them from our environment. They are persistently whispered in our ear by the group in which we happen to live. Moreover, these judgments, being the product of suggestion and not of reasoning, have the quality of perfect obviousness. . . . This spontaneous and loyal support of our preconceptions—this process of finding "good" reasons to justify our routine beliefs—is known to modern psychologists as "rationalizing"—clearly only a new name for a very ancient thing. Our "good" reasons ordinarily have no value in promoting honest enlightenment, because, no matter how solemnly they may be marshaled, they are at bottom the result of personal preference or prejudice, and not an honest desire to seek knowledge.

JAMES HARVEY ROBINSON.

NEWS FROM HEADQUARTERS

MARY E. LEEPER

VIENNA SUMMER SCHOOL

An interesting poster announces the sixth session of the Vienna Summer School. Attractive courses are offered in Psychology and Comparative Education. Special lectures and study trips will be arranged for the students.

Information may be secured from the Institute of International Education, 2 West 45th Street, New York City.

DOBBS FELLOWSHIP

The Ella Victoria Dobbs Fellowship, for the year 1931-1932, is offered by the Pi Lambda Theta Fraternity to a woman who wishes to devote herself to research in education.

It carries a stipend of \$1,000.

"The candidate for this fellowship shall have at least the degree of Master of Arts from a graduate school of recognized worth. In addition she shall have shown notable skill in teaching and significant accomplishment in research, and she shall have definite plans for further research."

Application blanks may be secured from Maude McBroom, University of Iowa, Iowa City, Iowa.

STATE MEETINGS

Interesting reports have been received from the meetings of the Primary-Kindergarten groups in California, Massachusetts, Michigan, New York, Tennessee, West Virginia and Utah. It is evident from these reports that interest is increasing in this field of education. Memberships in the A. C. E. and subscriptions to CHILDHOOD EDUCATION have been received from these various associations.

PARTICIPATION IN THE CONVENTION

Have you a problem? Julia Wade Abbot asks that you send her problems from your own classroom in the form of questions which might be discussed in the various group con-

ferences which will be held during the A. C. E. convention in Washington, May 4-7. This participation will make the group discussions of vital interest to you.

Send these questions to:

Julia Wade Abbot, Grant Building
17th and Pine Streets, Philadelphia, Pa.

MEMBERSHIP FOLDER

The Membership Committee, Frances Kern, Chairman, has just issued a new folder. It gives information under these headings:

History and purpose of the A. C. E.

Advantages of membership.

How to become a member.

State organizations.

Local Branch organizations.

This folder has been sent to all members of the National Council of Primary Education so that they may become familiar with the organization of which they are now a part.

Folders for your friends may be secured by writing to Headquarters.

FUN AT LOCK HAVEN

A letter from Dorothy Drake, Secretary of the State Teachers' College Branch of the A. C. E. in Lock Haven, Pennsylvania, tells of the good time the members of their Branch had while sponsoring two performances of Tony Sarg and his Marionettes in the college auditorium.

"The undertaking was successful from three standpoints: It aided greatly in the boosting of our Association for Childhood Education. It brought adults and children of the community together to enjoy the naive imagination, the joy, the excitement, and the plain fun that runs through the performances. It was a success, financially, as you will see by the enclosed check in payment of our Branch dues for this year."

CONFERENCE OF THE NATIONAL ASSOCIATION FOR NURSERY EDUCATION

The Conference of the National Association for Nursery Education was held in Philadelphia, November 12-14, 1931. All of the meetings and exhibits of Nursery School materials were held in Mitten Hall of Temple University. Two hundred people were in attendance representing the fields of nursery school education, parent education, day nurseries, psychology, psychiatry, nutrition, pediatrics, nursing and sociology.

There were 8 discussion groups, 3 of which continued throughout the conference, the other five confining their discussions to one day. While these discussions formed the greater part of the program for the three days, there were in addition: observation visits to 5 of the Philadelphia nursery schools; a luncheon with Temple University as host to the association members; an evening meeting of motion pictures from representative nursery schools; and a conference dinner at which Dr. Kilpatrick served as discussion leader. The conference issues discussed by Dr. George D. Stoddard at the opening meeting on Thursday were again discussed at the Friday dinner under Dr. Kilpatrick's leadership. These issues had to do with the nursery school in relation to family problems, to other educational institutions, to other social institutions, and the function of the nursery school in terms of child development, parent education, and research.

Some of the outstanding outcomes of the group discussions are given below:

Nutrition and Health: A nutritionist trained in psychology and parent education is advisable in all nursery schools whether noon luncheons are served or not. The nutritionist should make home contacts which seem to the group to be necessary to give the most help to the mother in regard to the child's nutrition.

Preparation of Nursery School Teachers: Nursery School teachers need in addition to

ability to work effectively with young children and their parents an understanding and appreciation of research.

Parent Education and the Nursery School: A report of a questionnaire revealing what has been done in Parent Education the last three years in various Nursery School centers and several descriptive pictures from varying types of parent education organizations brought about a discussion of the "how and why." An attempt was made to organize a list of criteria for selecting one activity rather than another.

Play Activities: Reported studies indicate that children are being studied in their natural play situations. These studies and the children's activities which were reported indicate we must offer children wide opportunities for investigation, on the motor and sensory level, on the emotional level and on the intellectual level. Discovery and adventure must also have a place. Children must develop good habits of play and work—they and the teachers must respect the worthwhileness of what they are doing together.

Behavior Problems in the Nursery School: Mistakes which the child makes in the social field are on a par with mistakes he makes in any other kind of learning and should be dealt with by the adult in a reasonable and not an emotional way. The child needs opportunities for self help or sense of getting on and making progress; opportunity for self interest or choosing activity; opportunity for self-pride or social recognition. We need to consider the whole growth pattern of the child when we seek to help him at any particular point.

New Departures in Nursery School programs: The "Baby Village" at Moosheart, Ill., Albany Public School Nursery School, Day Nurseries in which Nursery Schools are

being incorporated; St. George's School for Child Study, Yale Clinic of Child Development and the University of Michigan Nursery School were all reported.

Techniques of Music and Story Periods:

The subject matter of stories was discussed, and content described which had been used successfully with nursery school groups. Criteria for selecting children's literature were proffered. The matter of children's responses to stories was discussed and these points emphasized—literature given in the pre-reading period, which is adult controlled, should be a satisfying and integrating experience for the child; the child's own language is significant as revealing his inner life. The discussion of music was concerned with ways of presenting musical stimuli to children, and of utilizing their spontaneous musical behavior.

Minimum Essentials of Nursery Schools: The earlier published report on Minimum Essen-

tials for Nursery School Education was considered in the light of new developments and recommendations for revision were made.

Psychological Measurements for Pre-School Children:

There is need for testing the psychological tests themselves; of checking their reliability and of determining whether they are getting at the basic indicators of intelligence. In order to make the results of psychological tests meaningful to Nursery School teachers they should be expressed in less technical terms. More objective measurements of personality traits need to be developed.

A full report of the conference is being prepared for publication. When ready for distribution an announcement will be given in this magazine.

MARIE BELLE FOWLER,
Cornell University, Ithaca, New York.



ABOUT TOOLS

I like a knife that makes a good
Clean shaving when you whittle wood.
However sharp a knife may be,
It's not a bit too sharp for me.
And if I cut myself somewhere,
I guess that is my own affair.
My mother says I take real pride
To have a thumb or finger tied
Up with a rag and piece of string
And am as happy as a King.

I am not proud; but I would hate
For fear of pain to hesitate
At any job I had to do,
Although I cut myself in two.

The kind of tools they make for boys
Are nothing in the world but toys.
The kind of tools they make for men
Of course they cut you now and then.

—RALPH BERGENGREN,

in "*Jane, Joseph and John. Their Book of Verses.*"

The Atlantic Monthly Press, Boston.

BOOK REVIEWS

Editor, ALICE TEMPLE

How Children Learn the School Subjects.—

In this day when the child has come almost exclusively to be the center of attention in much educational theory and when the school, in this same type of theory, has almost fallen into disrepute, there is little wonder that the author of a text dealing with the learning of the school subjects feels under the necessity of explaining his audacity.

The author of the most recent text¹ in this field takes the position that there is no necessary gap between the pupil and his development on the one hand and the school and its subject-matter on the other.

"... the subjects are themselves a major part of the developing interests of children, each important in its own right, and valuable as a new way of looking at things or as a new and developing way of living. . . . the subjects open up a new world for the child to enter, and lead him out of a world of material things into a world of ideas." (p. iii.)

"The book seeks to avoid the contrast between the child and the subject. The interests of the child are the interests of the society in which he lives. His ways of thinking are society's ways to the extent of his adoption of them. Many of these interests and ways of thinking that are without specific formulation or system the child has succeeded in adopting by the time he enters school. The elementary school undertakes to lead him to adopt others of society's interests and ways of thinking which have been formulated according to definite plan and system and given the name of 'subjects.' The subjects may become the pupil's own—his interests, his ways of thinking, his ideas. As such, they generate their own motives and lead the pupil out into wider and wider fields of experience." (p. iv.)

The author's statements have been quoted at length, as much to give emphasis to these ideas which are frequently lost sight of in

current discussion as to set forth his position in writing his book.

In Chapter I "Learning" and "Teaching" are defined, the former as "the activity of giving attention effectively to the essential phases of a situation," and the latter as "the activity of directing attention effectively to the essential phases of a situation." Chapter II is devoted to the "Psychology of the School Program" under two headings, "The Developing Characteristics of Children" and "Progress Through the Grades." In the following eight chapters the learning process is described in the case of language, arithmetic, reading, handwriting, spelling, social science, history, and geography. In each of these chapters the author has availed himself of the criticism and counsel of a recognized expert on learning and teaching the particular subject. The text concludes with a chapter on the "Psychology of the Pupil's Behavior."

The treatment of learning in the case of the various subjects differs considerably from that accorded these subjects in other texts which have appeared in the last few years. Instead of devoting a paragraph or two to a research study on some phase of the school subject and then proceeding to another, and so on, a method of treatment which almost inevitably makes for incoherence and lack of unity, the author of this text has been primarily concerned with giving the reader a complete, connected account of how children learn. He has drawn freely upon the facts of anthropology and of major research studies in education, but has used these facts, together with such opinion and inference as has seemed necessary, to give the student a thorough-going account of learning.

The reviewer is inclined to believe that this text will prove to be the most successful of the various attempts to formulate the psychology of the elementary school subjects in an intelligible manner for the training of teachers. The author's position with regard

¹Harry Grove Wheat, "The Psychology of the Elementary School." Newark: Silver, Burdett and Co., 1931. Pp. viii + 440. \$2.00.

to the importance of the school subjects as such is sound; his view of teaching, as being subordinate to learning, is sensible; his regard for the difficulties students face in trying to understand the psychology of the school subjects is commendable; and his account of learning is a welcome departure from such explanations in terms of bonds and specific teaching and purposeless drill.

W. A. BROWNELL,
Duke University.

More Guidance for Teachers of Reading.—One of the newest contributions for the classroom teacher who is interested in the field of reading is the recent publication entitled "The Psychology of Teaching of Reading."² It is true that much of the material will be familiar to one conversant with what has already been written on the subject. However, the author has gathered together the important aspects of the problem of teaching reading and has presented them in a simple and interesting way, without using many of the too familiar terms and phrases so often found in the literature on the subject. There is a freshness about the author's presentation of the problem of the teaching of reading which should make the book interesting to the classroom teacher.

One purpose of the author is "to help the individual teacher to use the results of scientific studies in reading in forming her own conclusions as to teaching methods." In order to accomplish this end the reader is given a background of the psychology of learning to read, the basis of which is the scientific investigation of the way children learn.

The book is divided into two parts. The first, which is devoted to beginning reading, contains five chapters. This section covers adequately the following important aspects of the problem of that period, as can be seen from the titles of the chapters: Eagerness to Read; From Auditory to Visual; Reading Methods; Phonics; Combined Methods.

After directing the teacher's attention to the importance of inspiring children to want to learn to read, the author develops the various motives which children may have for reading. These are explained clearly, with their advantages and limitations, so that the teacher may utilize them with understanding and be better

able to evaluate different reading systems because of their appeal to different interests of the child.

The author believes that in teaching reading one is dealing with a "three link chain—sight, sound, meaning." The child comes to school equipped with an auditory language and is able to think sound images. It is upon these that visual language must be built. It is contended that in order to develop power in word recognition, teachers must systematically train the child to bring "the details of words to consciousness and, through practice, make these details function unconsciously." Such training in noting details should not be left to chance but should be given systematically to help children to note characteristics of words which will aid in the recognition of them.

The chapter which presents different types of reading systems that are in use today is very fair in its presentation of the values and limitations of each. After a careful and lengthy discussion of phonics from a thoroughly sound point of view, the author devotes an entire chapter to the value and possibilities of combining three present day methods of teaching beginning reading—memory content, noting the appearance of words and the sound of words.

Part two is devoted to the developed reading process and contains six interesting chapters with the following titles: The Eye and Mind in Reading; Factors Controlling the Reading Process; Oral Reading; Silent Reading; Independent Reading; Testing of Reading and Special Deficiency in Reading. Each topic is treated adequately without burdening the reader with too many technical terms.

At the beginning of every chapter in the book is an outline of the important points to be considered. The author summarizes at the end of each chapter so that the reader cannot fail to grasp the important ideas which he wishes to stress. The book contains a well selected annotated bibliography for the field of reading.

"The Psychology and Teaching of Reading" should be found interesting to classroom teachers and students in training schools who are eager to get a background of sound principles on which to base their practice in teaching reading because the author helps to explain the application of scientific investigations to the practice in the teaching of reading. The book is very well organized and the problems

²Edward William Dolch, *The Psychology and Teaching of Reading*. Boston: Ginn and Company, 1931. Pp. v + 462.

of reading are presented in an interesting and readable fashion which should have a wide appeal.

MARY CAMERON,
Western Reserve University,
Cleveland, Ohio.

Postural and Locomotor Development.—This is a study³ which is important to those interested in knowing more about the genetic aspects of development. Dr. Shirley is reporting on the postural and locomotor development of twenty-five infants studied continuously from birth to two years of age. The method of study was by hourly, daily, weekly, monthly, yearly measurement and observation of the infants in their homes by the investigators, and through an analysis of three thousand records kept by the mothers of the infants. Two subsequent monographs dealing with the intellectual development and personality manifestations of these babies as well as a study of their physical growth and physiological development are soon to be published. The whole study is significant and pertinent since the investigators gathered their material and are handling it in such a way as to contribute to the newer view of behavior as an orderly process of development in which types of response unfold at successive stages.

Dr. Shirley traces the earliest manifestations of locomotor development from the complete helplessness of the new born infant to his "emancipation" in walking and running. She finds that there is a definite pattern of motor development. Every baby first attains postural control of the upper trunk region and progresses downward until he accomplishes the goal of walking. In its broader aspects the pattern is inflexible, in detail it is modifiable to the individual capacities of each individual. The early manifestations of behavior responses are "fluid" in that it is not predictable that a certain stimulus will bring forth a certain response. Also an infant tends to specialize in mastering one type of behavior at a time, and duration of practice time is variable to a great degree among individuals. Dr. Shirley accounts for the difference in age at which some children creep, walk, talk, etc., through observing this tendency to specialize.

Following an excellent presentation of her

methods and findings Dr. Shirley devotes about half of her book to the discussion of the implications of the study as to interrelations of locomotor development, relation of locomotor to intellectual development, and specific phases of motor development. It might be considered by some that an undue amount of space has been devoted to a discussion of the maturation versus the learning theory of development in an attempt to show that the results of this study favor the maturation theory. Also that that important relationship of motor and intellectual development has been too briefly touched. One interested in the freeing of the individual wishes to know more about the personality of those children who learned to talk and walk early in comparison to those who had less locomotor and language facility. Doubtless when the complete study is available the physical, psychological, and anthropometric data will each supplement and explain the other, and this first publication will not seem incomplete to the "eager."

The book is full of facts important to the student, the teacher, the researcher, and the parent. There is a frankness and definiteness in the way the material is presented and handled that satisfies the reader as to sincerity and validity. Statistics are presented understandably, generalizations are backed by data and case citations, photographs and diagrams vivify the material. The volume is compact and well bound and should be in the library of every student of child development.

CHRISTINE M. HEINIG,
Child Development Institute,
Columbia University, N. Y.

Nursery School Children and Intelligence Testing.—Another ingenious attack has been made on the problem of evaluating the intelligence of young children.⁴ The author, Miss Atkins, has been interested primarily in the measurement of those individuals who are not reached by the use of those measuring instruments requiring the use of language, either in the administration of the test or in the subject's response.

The test proper consists of twenty-two small objects, well within the experience of children in normal situations, which must be fitted into *papier-mache* blocks having depressions cor-

³Mary M. Shirley, *The First Two Years—A Study of Twenty-Five Babies*. Minneapolis: The University of Minnesota Press, 1931. Pp. 227. \$2.00.

⁴Ruth Ellen Atkins, *The Measurement of the Intelligence of Young Children by an Object-Fitting Test*. Minneapolis: University of Minnesota Press, 1931. Pp. xii + 189.

responding to the small objects. The testing situation consists of five series which involve an increasingly larger number of blocks from which a choice must be made. A fore exercise is provided in order that some familiarity with the testing materials may be acquired before the test proper begins.

Two forms of the test are provided, using exactly the same materials. Form B is exactly the same as Form A, excepting that each block is turned 90 or 180 degrees. No scientific evidence is presented as to the effect of rotation of test materials on test results or whether such rotation constitutes valid material for the construction of a second form of test, whose results will be comparable to the first form. It is suggested that both forms be given and an average of the two responses be taken as a child's score. The question of effect of rotation and practice here has not been considered. The scoring is definite. Test materials and scoring sheets may be purchased from C. H. Stoelting Co., Chicago.

An imposing array of statistical procedure is offered, giving results of "mental age credit for individual blocks, degree of change in paired response to individual blocks, etc., etc."

The test may be criticized from several standpoints. First, the material lacks interest or challenge to each individual child; second, the failure to probe the various aspects of mentality is regretted. Students of the history of mental testing, familiar with the work of Binet and with the work of those following him, have all been impressed with his comprehension of the complexity of an individual's mentality. Later research has not revealed that mentality is less complex, but rather that it is more complex. He very definitely stressed the fact that no single type of test, no matter how excellent in itself, could give an adequate idea of a child's mentality. This, he said, must be approached through a great variety of tasks, in order that the various aspects of mentality might be revealed. An object fitting test requires one type of response primarily, although other mental processes operate in this response. The question of sampling may also be raised.

As another study in the measurement of the mentality of young children, it is very interesting; but as an adequate measure of a child's mentality, we should be compelled to accept the results with reservations.

LOUISE W. PUTZKE,
University of Chicago.

PUBLICATIONS RECEIVED

PRIMARILY FOR TEACHERS

BUCHOLZ, H. E.

Fads and Fallacies in Present Day Education. New York: The Macmillan Company, 1931. Pp. 200. \$1.50.

COURSE OF STUDY MONOGRAPHS, ELEMENTARY SCHOOLS.

Kindergarten. Berkeley, California: The Berkeley Public Schools, 1931. Pp. 469.

CURRICULUM BULLETIN No. 9.

Kindergarten. Kansas City, Missouri: Kansas City Public Schools, 1931. Pp. 133.

GATES, ARTHUR I.

Interest and Ability in Reading. New York: The Macmillan Company, 1930. Pp. 264.

GREENWOOD, BARBARA; WADDELL, CHARLES W., AND STAFF.

A Six-Year Experiment with a Nursery School. Los Angeles: University of California at Los Angeles. Bulletin of the Teachers' College No. 1, 1931. Pp. x + 178.

HADER, BERTA AND ELMER.

Tooky. New York: Longmans, Green and Company, 1931. \$1.25.

LOOMIS, ALICE MARIE.

A Technique for Observing the Social Behavior of Nursery School Children. New York: Bureau of Publications, Teachers' College, Columbia University, 1931. Pp. 100.

MURSELL, JAMES L., AND GLENN, MABELLE.

The Psychology of School Music Teaching. New York: Silver, Burdett and Company, 1931. Pp. 378.

MYERS, GARRY CLEVELAND.

Developing Personality in the Child at School. New York: Greenburg, 1931. Pp. 375. \$2.50.

MYERS, GARRY CLEVELAND.

Building Personality in Children. New York: Greenburg, 1931. Pp. 360. \$2.50.

RESEARCH COMMITTEE, MICHIGAN ASSOCIATION FOR CHILDHOOD EDUCATION.

Nature Study Units and Suggestions for the Early Elementary Grades. Three Rivers, Michigan: The Three Rivers Press. Pp. 129.

SCHEIDEMANN, NORMA V.

The Psychology of Exceptional Children. Boston: Houghton Mifflin Company, 1931, Pp. 520.

STRATEMEYER, FLORENCE.

The Effective Use of Curriculum Materials. New York: Bureau of Publications, Teachers' College, Columbia University, 1931. Pp. 161.

TRAVIS, LEE EDWARD.

Speech Pathology. New York: D. Appleton and Company, 1931. Pp. 331. \$4.00.

UNIVERSITY OF IOWA EXTENSION BULLETIN.

Toward Understanding Children. Iowa City, Iowa: Published by the University, 1931. Pp. 95.

VALENTINE, P. F.

The Art of the Teacher. New York: D. Appleton and Company, 1931. Pp. 286. \$2.00.

WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION.

The Home and the Child. New York: The Century Company, 1931. Pp. 165. \$2.00.

WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION, COMMITTEE ON COMMUNICABLE DISEASE CONTROL.

Communicable Disease Control. New York: The Century Company, 1931. Pp. 288. \$2.25.

PRIMARILY FOR CHILDREN

HUMPHREYS, PAULINE A., AND HOSEY, GERTRUDE.

Romance of the Airman. Boston: Ginn and Company, 1931. Pp. 566. \$1.48.

MARQUART, MARGUERITE, AND MITCHELL, JEAN T.

Circles and Squares, Book II. New York: World Book Company, 1931. Pp. 80. Price 60 cents.

MINNICH, HELEN BENTON.

A Bright Book of Lights. Illustrated by Helen Benton Minnich. New York: Frederick A. Stokes Company, 1931. \$1.25.

OLFERS, SIRLYE V.

The Little Princess in the Wood. A Picture Book, Text by Helen Dean Fish. New York: Frederick A. Stokes Company.

OLFERS, SIRLYE V.

Butterfly Land. A Picture Book, Text by Helen Dean Fish. New York: Frederick A. Stokes Company.

SAVERY, CONSTANCE.

Pippin's House. Illustrated by Charlot Bowman. New York: Longmans, Green and Company, 1931. Pp. 207. \$2.00.

(Continued from page 244)

from year to year. In the first place, the detection of personality differences in young infants is only interesting or important if one can translate it in terms of a given individual's later adjustments to people and events. Will the children in the multi-expressive group remain somewhat excitable, easily irritated individuals? Will the risor-expressive children take life easily and pleasantly? Secondly, what effect does life in the world have on the expressive behavior of individuals? Presumably the less socially acceptable forms of behavior, such as crying, drop out, but if early expressive behavior is indicative of temperamental types, the continuity of this temperament will be ob-

servable in comparable forms of behavior. Psychology can not yet answer the question as to whether underlying feeling is changed if the outer expression is modified. Whatever time shows with respect to the effect on the expressive behavior of the children studied, of association with individuals of differing expressive types, the implications in the field of education of very young children are of great interest. Lastly, the impossibility of applying one technique to any group of individuals and getting anything like comparable results was certainly demonstrated. With the necessity for a program in every group project it is particularly important that this fact should be kept in mind.

"From health in the physical sense, we have arrived at the ideal of health as wholeness, signifying the development of the child in his complete endowment—physical, mental, emotional and spiritual."

(America's Greatest Asset—Children, May, 1927.)

AMONG THE MAGAZINES

Editor, ELLA RUTH BOYCE

The New Era in Home and School, the English periodical which is the organ of the progressive movement in education in England, prints in its November issue the first of two articles on Reading in America. It is an account of reading experiences in Bronxville, New York, compiled by teachers in its public schools, with an introduction by Dr. Mary Reed, Teachers' College, Columbia University. American schools may be glad to have such a fine example of teaching reading presented as the American way, even though it must be recognized by those familiar with our schools that it is far from typical. American teachers as well as their English friends for whom it is printed may profit by this concrete example of modern methods. The introduction tells us that "There is no specific reading method which would represent the method of teaching reading in the primary schools of the United States today. There is, however, a philosophy of education, a psychology of the learning process and there are the findings of research in reading, all of which are guiding teachers and the writers of textbooks in their attack on the problems of developing children through reading experiences." The different methods which have been used are characterized briefly as "the alphabet method, the phonetic method, the word method, the sentence method or combinations of these methods," and it is recognized that the teacher's aim has been to make children read. But today a great change has come about and Dr. Reed explains the philosophy, method, and purpose of the teacher as follows: "The philosophy of education stresses the importance of educational activities in a medium where things have social uses. It is generally believed that the more closely and directly the child learns by entering into social situations, the more effective is the knowledge he gains. The method of the teacher then is one of creating a social environment in which children engage in the activities of social life. The teacher's first concern in building a read-

ing curriculum is to create an environment which will stimulate vital social activity, the second is to discover the reading situations which may meet the social needs of children. Reading is thus a part of an integrated curriculum and becomes a part of the child's social living." That this concise statement is in line with the general theory of reading in this country will not be questioned—the special contribution of this article is in the description of the actual working out of this theory in practice. It has been found that the best contribution to beginning reading which the kindergarten can make is in "the degree of comprehension and wealth of common meanings" which it can give the child to take with him into a reading situation. It is important not to force the child's interest in reading. To quote, "Dr. Lewis Terman has proved through his research work that much of the failure in reading is due to mental immaturity. He gives a mental age of six or six and a half as the standard for advancement into reading situations. Many authorities concede that children learn more readily, develop better attitudes and make more rapid progress, if we but wait for evidences of reading interests." With this fact so well established, what a tragedy it is for individual children that they are forced into quite other situations! The rest of the article is devoted to detailed description of a particular piece of work.

In this same journal, under the title *A Teacher's Psychological Difficulties*, Katharine L. Johnston, principal of the Maria Grey Training College, reports on reactions from lectures which have been given over a period of six years by Dr. Crichton Miller, dealing with this subject. She gives instances of psychological maladjustment and the dangers in several different types. Her comments will be quoted on one only, and this because it is a subject seldom discussed but much in the minds of those interested in emotional ad-

justments. Discussions always followed the lectures and one question which never failed to come up was that of "healthy and unhealthy friendship between members of the same sex." Miss Johnston tells us that what she has to say on this subject comes from twenty-nine years of teaching, mostly with women. To quote, "I have come to the conclusion that these unhealthy friendships are very rarely a method of satisfying the mating impulse, but spring out of the strong maternal impulse in some women. To satisfy this in the relationship with one's pupils is arduous. But there are other members of the staff less well endowed with nature's gifts of strength and health, and one of these so 'mothered' offers the companionship of a keen and alert mind, the possibility of recreations shared, and the warm affection of a grateful adult. I am not sure that the individual who 'mothers' comes to any harm but the individual who is 'mothered' does. Adult independence gives way to childish dependence, and we have the phenomenon of regression."

Child Study has for its November issue the subject of Children's Reading, with seven distinguished persons as contributors to a symposium on this topic. Brief excerpts will indicate the material thus made available. Anne Carroll Moore says, "We arrive at the conclusion that the garden of fairy tales cannot be uprooted by our commissaries of progressive education." Sidonie M. Gruenberg, "We can never estimate what children will get out of a particular book; they often think more deeply than we are likely to suspect from anything they say or do. On the other hand, they also slough off much that may give us misgiving, and go straight to what they find significant—and that the elders have missed entirely." Dorothy W. Baruch makes this same point in a different way with this illustration. "A two-year-old hears another three-year-old's story,

'I blew my nose,
I blew it one way,
I blew it another way,
I blew it off.
My Nose!'

In response he laughs and exclaims, 'Not really. It's tacked on.' He is showing that he can relegate the material to its proper place in his existence and that in consequence it does not confuse."

Floyd Dell, "Reading is important in children's lives, not only as a preliminary use of the great key of knowledge, but immediately as an art-enjoyment." Hughes Mearns writes, "The voice of the real self when it talks confidently is creative literature. Those adults who have kept the real self clear-eyed and unafraid have always something of the sincere child in them."

In *Progressive Education* for November Winifred Harley writes on Art in the Nursery School. She ascribes to Professor Cizek of Vienna the inspiration for an entirely new approach to art teaching, which is to "leave the children free to draw and paint, rather than to teach them the elements of design, color, and perspective through drawing from life and models. He found that when he allowed the children freedom to paint what they wanted to paint in their own way paintings were produced which had a number of these elements and a wistful, childlike beauty besides." She quotes from a study made of children's drawings by Marion Monroe at the Merrill-Palmer School. Her summarization will be given both because it is so sound and so suggestive, but more especially because it is a modern exposition of the method presented by Froebel. "The dates seem to show that children's drawings follow a regular sequence of development during the preschool years, as follows: (1) There is the experimentation with drawing materials. (2) There is the accidental shape which suggests an object to the child, who then gives the drawing a name or meaning. (3) Finding that the drawing can mean an object, the child tries to make a shape mean an object. (4) The child draws an object that others recognize." It might be interesting to compare this scientifically arrived at opinion with Froebel in the *Education of Man*.

In the *Nation's Schools* for November, Fletcher Harper Swift of the University of California writes on The Challenge and Promise of the New Education. While the author recognizes that each age is prone to think of itself as passing through great changes, he says we really are experiencing a marked change from the days "when Learning was Memorizing" to the present time. To quote briefly from his description of education as it is—"Today throughout the world teachers are

thoroughly convinced that the most important basis for a useful and happy adult life is a happy childhood. It is more important that children should be happy in school than that they should acquire any amount of information. A school is essentially an institution to help children grow and this includes social, physical, and spiritual as well as intellectual growth." He attributes much of this change to Froebel as one of the early educational reformers who was effective. He says, "It was his belief in applying to higher education the kindergarten principle of liberty that made President Eliot the early champion of the elective system of studies in American universities." Credit is also given to Dr. Dewey for what he has done "to stimulate the demand that the schools should become in themselves social organizations governed in the same spirit and in accordance with the same principles as those recognized as basic in the best communities outside the school." His conclusion is eloquent, and of especial interest because of the group to whom it is addressed, this journal being published primarily for the administrative group in school circles. "It was not only childhood that the teachers of yesterday wasted, they wasted themselves and their own powers. The strength and energy that ought to have been expended in discovering what children and youth most need as they pass from stage to stage of development and how they can best obtain these needed things were spent in trying to force upon them things which, for the most part, they would never need, would never desire and could never use."

In the same issue Julia B. Tappan of the Cleanliness Institute in New York City asks "Who Is to Blame for the School's Lack of Hand Washing Facilities?" This is a question which many teachers would like to have answered, since the conflict between the health instruction which stresses frequent hand washings and the practical impossibility of doing any such thing faces many a teacher. She cites numerous cases to show the inadequacy of equipment for proper activity in this line and concludes, "Toward adequate and healthful hand washing in schools, the architect has responsibilities that are definite. So also have the superintendent, the teacher, the board member, the parent, and the average citizen. Any one of these alone could accomplish much. But when all of those who should be

interested in the well-being of children realize fully the health, good manners, and character training values of regular hand washing practice by children during school hours, then at last the ubiquitous 'George' will be eliminated and school hand washing will become—as it has already in schools that are leading the country—a regular part of the school curriculum throughout the entire country."

In *School Executives Magazine* for November, Mabel E. Simpson of Rochester, New York, writes on Specific Problems of Supervision. The discussion is based on eight main points so well summarized by the author that she will be quoted: "1. Problems of supervision are multiplied or decreased according to the extent to which definite policies are established and understood by the superintendent, supervisors, principals, and teachers. 2. The understanding of such policies involves multiple relationships which include all members of the school system. 3. Sources of help for all teachers should be many and varied. A constructive program of supervision is an excellent means of supplying such help. 4. Supervision does not consist merely of visiting a teacher or observing her work. It involves consideration of supplies, equipment, reorganization of curriculum content, techniques of teaching, classification of pupils, testing programs, and many other lines of activity that bear directly upon the improvement of instruction. 5. In the attainment of the standards set for the system, border-line cases may be found among inexperienced teachers and teachers who lack a professional attitude. Such cases are not hopeless but offer a challenge to all who share the responsibilities for a definite program of supervision. 6. The quality of teaching and the professional attitude maintained will depend upon standards set for the system by the superintendent and his co-workers. 7. Problems of supervision become difficult or serious and fail of solution when those who share in supervision do not recognize the intrinsic value to be placed upon every element that contributes to the many ways and means of improving instruction. 8. Clear thinking, a forward vision, knowledge of the best in modern teaching, an open-minded, sympathetic attitude, and a generous supply of good old-fashioned common sense are all necessary prerequisites to the successful achievement of any worth-while program of supervision."

RESEARCH ABSTRACTS

Editor, ELIZABETH MOORE MANWELL

Why Are Twins Alike? At Harvard University an investigation¹ has been made of resemblances and differences among twins. The purpose of the study was to find out which differences could be attributed to heredity and which to environment.

Data are first presented on 58 pairs of *dissimilar* twins, that is, twins who were not alike but who were of the same sex and who lived in the same home, sharing the same social, economic, and educational environment. The age range was from four years to eighteen. Both physical and mental measurements were taken. The following differences were found when the averages of the 58 pairs were compared:

Height (in inches).....	1.87
Weight (in pounds).....	7.
Head-length (in mm.).....	5.98
Head-width (in mm.).....	3.5
Intelligence quotient (in points)...	13.8

When, however, *similar* twins were studied much less difference was found. The twins in this group were composed of 38 pairs who were selected on the basis of similarity of appearance, voice, gait, expression, etc., and on the basis of similar school work and general intelligence as judged by the teachers of the twins. Each pair lived in a *similar* environment. The following differences were found:

Height (in inches).....	.4
Weight (in pounds).....	2.6
Head-length (in mm.).....	1.2
Head-width (in mm.).....	1.6
Intelligence quotient (in points)...	2.3

About the same differences were found when the author measured 5 sets of similar twins who were living apart:

Height (in inches).....	.4
Weight (in pounds).....	6.
Head-length (in mm.).....	3.2
Head-width (in mm.).....	1.
Intelligence quotient (in points)...	3.5

The author quotes data from the studies of other investigators who found the following coefficients of correlation:

On unselected twins of the same sex	$r=+.80$
On unselected twins of unlike sex..	$r=+.50$
On brothers and sisters.....	$r=+.50$
In this study the correlation between the intelligence quotients of the 38 pairs of selected similar twins was.....	$r=+.97$
and between the I. Q.'s of the selected unlike twins	$r=+.53$

It will be recalled by the reader that "similar" twins, such as those included in this study, come, it is supposed, from a single fertilized egg and have therefore an identical biological inheritance. On the other hand, each of two "dissimilar" or fraternal twins comes from a separate fertilized egg and are no more alike than ordinary brothers and sisters. Hirsch thus interprets his data as indicating that the smallness of the differences between similar twins must be due to their common inheritance, since the strength of the environmental influences was no greater for them than for the dissimilar twins. He concludes that while heredity and environment each contribute to the intelligence and physical development of individuals the contribution of heredity is far more important.

Hirsch also concludes that the contribution of heredity as compared with environment varies in relation to specific traits, being more important for example in determining I. Q. differences than weight.

¹Hirsch, Nathaniel D. Miron. *Twins: Heredity and Environment*. Cambridge, Mass.: Harvard University Press, 1930. P. 159.

The import of this study to teachers would seem to be that there are definite limits to what the environment—and education—can accomplish, and that the facts of heredity cannot safely be overlooked. However, not everyone would go as far as the author in trying to reckon from these data the relative importance, in exact mathematical terms, of heredity and of environment.

What does modern research tell us about the teaching of spelling? A clean-cut, well set-up study has been carried on at the Teachers' College of Columbia University on the value of several different methods of teaching spelling, and on the value of certain combinations of these methods.

The subjects studied by Dr. Zylve² comprised ten grades or sections in a public school in Scarsdale, N. Y., ranging from the low third through the seventh grade.

The study was divided into eight five-week periods, four during the first year the study was carried on (1928-29), and four in the second. Each week contained five periods for spelling of fifteen minutes each. An initial test was given all the children at the beginning of each period of five weeks, containing the next eighty words in the spelling lists of *Essentials of Spelling* by Pearson and Suzallo, and a final dictation test covering these eighty words was given at the end of the five-week teaching period. Different methods were used of teaching the words in these lists during the five-week period and the results were statistically compared and analyzed.

There were twelve teachers who conducted the experiment for the author, each of them being progressive in attitude and each being, in addition to her work as a teacher, a part-time student in an institution of higher learning.

The methods used were varied and the following comparisons were made:

1. Teacher-directed study as compared with individual study.
2. Study of words solely from lists as compared with isolated study combined with context study.
3. Additional home study as compared with the results of teacher-directed review.
4. Comparison of the efficiency of the black-

board and lantern slides for the presentation of words.

5. Emphasis on the form of the word before study by identification of similar forms combined with more careful attention to the form of the word in the child's own writing.
6. Limitation of time on new words to four fifteen-minute periods a week instead of five, with two review repetitions.

It was found that nine different conclusions could be drawn from the data:

1. Teacher-directed study was more efficient than individual study.
2. Better results were obtained by the use of sentences as an element in method in combination with the use of lists than by the use of lists alone.
3. There was little value in additional home study in the learning of words when the teacher-directed list-context method was used, but home study helped to equalize results when used with less efficient methods.
4. The use of a lantern gave better results than the blackboard for the presentation of words when all other phases of the method were the same.
5. Teacher-directed review gave better results than no review.
6. When there was increased emphasis on the form of the word before study by identification among similar forms, combined with a child's close observance of the word in his own writing, there were not measurable differences in results.
7. With four fifteen-minute periods each week for study on the new words, with the fifth period for systematic review, there was the same gain as with five fifteen-minute periods for study with two reviews of the words missed on the Friday's test.
8. There seemed to be about equal significance in increasing the average number of words gained in each of the factors: the list-context method, teacher-directed study, lantern presentation of words, and teacher-directed review.
9. With a method which combined these favorable elements there was a significantly better result than with the method which did not include them.

²Zylve, Claire Turner. *An Experimental Study of Spelling Methods*. New York City: Columbia University Teachers' College Contributions to Education, No. 466, 1931. Pp. v + 86.

The least gain in words was secured with the method which combined teaching words from lists only with individual study. The largest gain was made with the combination of the list-context method, teacher-directed study, lantern presentation, and teacher-directed review.

When analysis was made of the value of the different methods for the poor speller, the average and the good speller, it was found that the factors which entered into the improvement were factors basic to the learning of words in general and not factors which were best for the very good speller or especially helpful to the very poor speller.

The author concludes as a result of her experiments that the recommended plan of work using elements found to be statistically advantageous is as follows:

Monday—Teach half of the new words for the week, using the lantern for presentation. Dictate the words just taught in a list, and reteach the ones missed.

Tuesday—Teach the other half of the new words for the week, using the lantern for presentation. Dictate the words just taught in a list, and reteach the ones missed.

Wednesday—Keep this day for systematic review of the back week's words.

Thursday—Dictate sentences using the new words for the week. Correct, using the lantern, and reteach the words missed.

Friday—Dictate the words for the week in a list. Correct with lantern; reteach the words missed.

What Do We Know About the Two-Year-Olds in Our Nursery Schools? A preliminary study of the behavior of two-year-old chil-

dren when they play together in pairs has been made by Mrs. Mengert¹ at the Iowa Child Welfare Station. The method as well as the results appear to be of significant interest to all who are concerned with nursery education.

The reason for the significance of this study lies in the fact that here we find singled out for special attention the youngest children in the nursery school, the group which is usually overshadowed by the activities of the three- and four-year-olds who surround them.

Two children were taken into a small room and told that they might play with anything they liked among the toys which were available. Each child was paired in turn with each of nine other children, making a total of forty-five pairs. The children were observed through a screen, their behavior being tabulated minute by minute during a twenty-minute period, the child's final score in friendliness being made up from these observations.

It was found that the average score for overt friendly behavior was 89.5 as opposed to 20.5 for overt unfriendly behavior. It was also found that the average overt friendly behavior score was significantly larger for the last three observations than for the first three. There was a negative relationship found between the friendliness shown by the subject and that shown toward him in the cases of the children having the extreme scores.

Other results on the qualitative side make this study appear to be one well worth continuing and the method one which will undoubtedly come to have extended use.

¹Mengert, Ida Gaarder. *A Preliminary Study of the Reactions of Two-Year-Old Children to Each Other When Paired in a Semi-Controlled Situation*. Pedagogical Seminary and Journal of Genetic Psychology, Vol. 30, 1931. Pp. 393-398.

IT SNOWS

It snows! it snows! From out the sky
The feathered flakes how fast they fly!
Like little birds, that don't know why
They're on the chase from place to place,
While neither can the other trace.
It snows! it snows! A merry play
Is o'er us in the air to-day.

HANNAH F. GOULD.

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